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ABSTRACT

This UNESCO report summarizes activities at the 1977 International Conference on Education. The Conference considered the following items: (1) "present educational policies with reference particularly to the interaction between education and development"; "Major trends in education"; and "The problem of information at the national and international level which is posed by the improvement of educational systems." The text of recommendations adopted by the conference concerning the information problem as well as texts of speeches, conference documents, and participant lists are included. (Author/KP)

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Final Report

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International Conference on Education 36th Session

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Geneva

30 August-8 September 1977

Unesco

International Bureau of Education

IR005 477

SUMMARY

The 36th session of the International Conference on Education was held in Geneva, at the International Conference Centre, from 30 August to 8 September 1977. It was convened by the Director-General of Unesco in accordance with resolution 1.51 adopted by the General Conference at its nineteenth session.

In conformity with its terms of reference as laid down by the General Conference of Unesco, the Conference considered the following items: "Present educational policies with reference particularly to the interaction between education and development"; "Major trends in education" and "The problem of information at the national and international level which is posed by the improvement of educational systems".

At the end of its deliberations, the Conference adopted its report and "Recommendation No. 71 to the Ministries of Education concerning the problem of information at the national and international level which is posed by the improvement of educational systems".

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INTRODUCTION

(1) The 36th session of the International Conference on Education was held in Geneva, at the International Conference Centre, from 30 August to 8 September 1977. It was convened by the Director-General of Unesco, in accordance with resolution 1.51, adopted by the General Conference at its nineteenth session.

(2) The following took part in the Conference's work:

- 104 Member States of Unesco;
- 3 non-Member States;
- 2 African liberation movements recognized by the OAU;
- the Palestine Liberation Organization recognized by the League of Arab States;
- 9 organizations of the United Nations system;
- 4 other intergovernmental organizations;
- 27 international non-governmental organizations.

The Conference thus brought together, in all:

- 372 delegates, including 42 Ministers and Vice-Ministers of Education;
- 69 representatives and Observers.

(For full list of participants, see Annex VII.)

(3) At the opening of the Conference's proceedings, H. E. Sheikh A. A. Al Khalifa, Minister of Education and leader of the delegation of Bahrain, as the Chairman of the previous session, delivered the inaugural address. After thanking the delegations present for taking part in the 36th session of the International Conference on Education, Mr. Al Khalifa stressed the crucial role that properly conceived education played and should play in the consolidation of peace and the strengthening of friendship and co-operation among peoples. He also drew attention to the active part played by Unesco and its useful contribution in those fields.

(4) In his opening address, Mr. Amadou Mahtar M'Bow, the Director-General of Unesco, began by thanking the federal authorities of the host country and those of the Republic and Canton of Geneva for their cordial welcome and generous hospitality.

(5) Throughout his speech, Mr. M'Bow

stressed the importance of the theme proposed for discussion in plenary meeting - "Present educational policies: the interaction between education and development" - and the special theme of "The problem of information at the national and international level which is posed by the improvement of educational systems", both of which fitted in so conveniently with the traditional discussion on major trends in education.

(6) It was in fact important, as he said, to consider afresh the relationship between education and development, which was too often conceived in purely quantitative terms, partly because of the steadily growing demand for education and partly because development had often been viewed in terms of linear economic growth. Economic growth was, of course, essential but it should be made to serve Man, as the centre and agent, the active subject and the object, of development; education, meanwhile, should aim at forming complete people. In this global context, development would have to be, first and foremost, endogenous, so that it would no longer be dissociated from particular times and places but would proceed against the general background of a new international order based on understanding, solidarity and equality in the exchanges between peoples and nations. Such a conception called for far-reaching reforms in educational systems and programmes.

(7) The expansion of education was, indeed, still necessary, since between 1960 and the year 2000 the 5-14 age group would have doubled in Asia, trebled in Africa and in the Arab States, and increased 2.7 times in Latin America and the Caribbean. But expansion should go hand in hand with qualitative improvement, which called for a restructuring of educational systems and an overhauling of content in order to make education more relevant and better geared to national cultural values, so that children and adolescents would be helped to acquire a better grasp of the realities of the modern world and better prepared for productive employment.

(8) In this overall process of reform, educational information, the special theme of the current session, had an essential contribution to make. The Director-General therefore laid special stress on the role and characteristics of educational information, which should not be

confined simply to documentation or the pooling of data, but should cover the broad spectrum of educational sciences and meet the varying needs of a wide range of people involved in the overhauling of education and concerned with, and affected by, its results. It called for increased co-operation among all countries, including both the industrialized and the developing countries, which had many interesting innovative experiments to their credit. Educational information should serve the international community of educators and, like educational research, should provide guidance for those responsible for education in the making of their choices.

(9) Thus conceived, educational information should circulate at all levels, not being merely transmitted but providing substance for broad concertation and generating a two-way flow between producers and users of education, who themselves helped to produce it.

(10) Mr. M'Bow considered that such a conception of educational information opened up new prospects for the International Bureau of Education and would be one of its basic responsibilities. The IBE, whose programme bore on the major problems brought to light by Unesco's substantive and operational experience, should consider the temporal and historical aspects, as well as the spatial aspects, of comparative education, while developing its work with regard to both the means and the purposes of education. It might therefore, perhaps, resume the publication of an international yearbook of education, though naturally in a new form.

(11) The Conference then elected by acclamation as its Chairman, in accordance with the recommendation of the IBE Council, H.E. Dr. P. Chandra Chunder, Minister of Education and leader of the delegation of India.

(12) Mr. Chunder thanked the Conference for the honour that had been done to his country and to himself. In his speech, he emphasized the scope and significance attributed to the concept of development by the countries which were poorest in material resources, but he deplored the idea of development which regarded consumerism as an end in itself for, while development should ensure that everyone had a decent standard of living, it should also give their rightful place to human, social, cultural and spiritual values in the context of a more humane new international order. The new type of education, which had been outlined in the Report of the International Commission on the Development of Education, would be directed essentially to "learning to be". It should take advantage of the advances made in the scientific and technological knowledge which was essential to development, and should draw on all intellectual resources in order to overcome poverty, while at the same time cultivating human values in each individual and fostering mutual understanding among peoples.

(13) The countless questions arising in that connection brought out the full importance and relevance of the problem of information in educational systems.

(14) In overhauling its educational system,

every country, instead of merely imitating or transplanting experience, should experiment and innovate on its own account, sharing its experience and the results of its innovations with other countries.

(15) Neither education nor information, however, was an end in itself; the ends were the creation of good human beings, good nation States and a good international order.

(16) Following the address by the in-coming Chairman, the Conference then elected its Vice-Chairmen, its General Rapporteur and the Chairmen of the Commissions, in accordance with the recommendations of the Council of the International Bureau of Education.

(17) The following officers were elected by the Conference:

Chairman:

Dr. P. Chandra Chunder (India)

Vice-Chairmen:

Mr. D. Mossenson (Australia)
Mr. M. Figueroa (Cuba)
Mr. T. Kaifu (Japan)
Mr. A.S. Almajali (Jordan)
Mr. M. Bouamoud (Morocco)
Mr. C.A.E. Longe (Nigeria)
Mr. V.M. Korotov (Union of Soviet Socialist Republics)
Mr. F. Chacon (Venezuela)

General Rapporteur:

Mr. A. Traore (Senegal)

Chairman of Commission A:

Mr. M. Ngoagouni (Central African Empire)

Chairman of Commission B:

Mr. Ch. Hummel (Switzerland)

Ex officio member of the Bureau:

H.E. Mr. N. Agblemagnon, Chairman of the IBE Council.

(18) The Conference then adopted the provisional agenda (cf. document ED/BIE/CONFINTED 36/1).

PROCEEDINGS OF THE CONFERENCE

(19) On the basis of the agenda adopted, the Conference discussed the following items:

"Present educational policies: the interaction between education and development";
"Major trends in education";
"The problem of information at the national and international level which is posed by the improvement of educational systems".

(20) In accordance with the proposals of the IBE Council, the Conference examined the

first of these items in plenary meeting, and decided to set up two Commissions:

Commission A: to discuss the second item;
Commission B: to consider the third item.

(21) Owing to the scale and complexity of the theme to be discussed, the latter, in turn, divided into two sub-commissions.

(22) The reports of Commissions A and B constitute the second part of the final report of the Conference.

Summary of the discussions of the plenary meeting:

"Interaction between education and development".

(23) With slight differences in approach and emphasis, broad agreement was reached concerning the fundamental principles of education. The various speakers gave prominence to such concepts as:

the right to education;
the democratization of education and training;
equality of opportunity for children and equality of access to culture;
lifelong education;
equality between the sexes;
the integration of science and technology into curricula;
receptiveness of the school to the outside world.

(24) Current educational policies advocated a less and less abstract type of education leading to a close linkage between education and employment. Very marked tendencies were to be noted towards making schools responsible not only for their traditional business of instruction, but also for the new functions of education and for bringing about changes in society.

(25) For a number of countries, particularly the developing countries, the school should also serve as a centre for the promotion of community development, or as a production unit. Education, in consequence, was not considered simply as a social service, but also as an economic investment. It would therefore be required to review its structures and the content of its curricula in order to achieve its new purposes and objectives. In such a context, work and a grounding in science and technology were essential components of education. Manual work and the production of goods were increasingly being introduced into schooling as a factor in the development of the intellect and as a source of motivation for future integration in the social and economic environment, through the close linking of the school with life. Education would then be democratic, active and lifelong, directed to inculcating, in all, the elements of the dignity of the individual. The fulfilment of individual potential promoted by education and training was thus conducive to an art of living which linked the individual with the local, national and international community. This felicitous conception of the problems of education then became a determining factor in the promotion of peace, understanding and co-operation among nations.

(26) The general debate showed that, despite the diversity, and the specific features, of contexts and situations, there was a broad consensus on the positive interaction between education and development. The connection between the two should in fact be viewed against a background of global economic, social and cultural development. In all countries, there was a new and growing awareness of the interaction between education and development. The various considerations put forward in this connection took development to be a global phenomenon, of which educational development was only one component. The great majority of speakers took the view that, to a large extent, education should be aimed at the integral and lifelong development of the individual and of the society to which he belonged.

(27) That dual, individual and social, purpose of education presupposed the forming of a complete man, who would be at once the centre and the agent of multidimensional development; the endogenous nature of that development, far from signifying a selfish withdrawal, would, on the contrary, necessitate a global view of the world. Such a view would naturally be inclined to promote and develop international understanding and co-operation through education.

(28) It was argued that education could not consist simply in the transmission of knowledge from one society to another; it was coming to be seen, rather, as a point of convergence, towards which each society was directing its development efforts. Such a view implied a diversity of approaches which would take account of local and national conditions and distinctive cultural features. Similarly, the importance of education in ethics and citizenship, and of respect for traditional values, was strongly emphasized by many speakers.

(29) The descriptions of educational systems and the accounts of the objectives pursued revealed a strong similarity between the experiences of different countries, although certain features added that national flavour which constituted the distinctive contribution in individual experience. Great similarity was found in the objectives chosen, but emphasis appeared to be placed, according to the particular features of a situation, on different aspects or different levels. For example, although in many countries the general provision of primary education was still an objective not yet attained, in a fair number of both developed and developing countries one of the major trends in current policies was towards the general provision of secondary education. It was to be noted that, in some countries, secondary education was already universal.

(30) More and more countries, especially developing countries, had introduced education free of charge, at least for the first few years of the primary stage, and free education was gradually being extended at both primary and secondary level. In a few cases, for the most part in developing countries, the policies pursued had made education free at all levels, including that of higher education. Considerable efforts had been made to develop the latter, in

order to meet the need to train professional personnel for the nation and to cater for the growing numbers of individuals who were passing out from secondary school but finding it difficult to obtain employment, owing to the unsuitability of the training they had received.

(31) Present educational policies, in a number of developing countries, stressed the need to:

combat underdevelopment;
strengthen work for the promotion of literacy, particularly in national languages;
safeguard and develop cultural identity;
strive for a qualitative improvement of education;
train professionals for all sectors of production.

(32) Nevertheless, the quantitative expansion of education was continuing, everywhere and at all levels, sustained by a multidirectional quest for qualitative improvement. The effort to improve the internal, as well as the external, efficiency of educational systems was a factor helping to make those systems more relevant. The need to master modern processes of economic, social and cultural development had led many governments to commit themselves to a vigorous policy for the training of production personnel, particularly at the intermediate level.

(33) Many speakers were at pains to stress that the satisfaction of quantitative production needs could be no more than one aspect of the interaction between education and development. Indeed, development could not be reduced to mere production; it should, as emphasized in the document on major trends, be regarded as an all-embracing, multidimensional process in which economic, social, cultural and political factors are indissolubly linked. Education and development would thus work together to preserve and strengthen the fundamental material and spiritual values of man, while taking due account of his basic needs for:

food;
hygiene and health;
education and training;
housing;
employment; and
communication.

(34) The need to promote a sense of cultural identity by reinstating national cultural values and making use of mother tongues or national languages in education formed the background to a great many speeches, more particularly those made by the delegates of developing countries. However, the effort to develop such languages should not rule out efforts to develop the teaching of foreign languages.

(35) Several speakers mentioned various experiments which had been carried out in their respective countries in enlisting the participation of communities and the general public in the educational process. The breadth and complexity of the tasks to be accomplished in that sphere, and the demands consequent upon the new role and new responsibilities of schools, had led many States to have recourse to public participation, with a view to democratization, of course, but

also in order to secure a better integration of the school in the community. Public participation in the setting up and running of community schools was increasing and gaining strength at almost all levels, particularly in rural areas. Such participation affected all forms of education, both in and out of school.

(36) The dialectical relationship between education and development forged a beneficial link of complementarity between school and out-of-school affairs, formal and non-formal education, and thereby made it possible to mobilize all the resources of the community to ensure that the people really participated in their own development.

(37) Finally, integrated development brought in new aspects of education which involved the protection and enhancement of the environment, and demographic problems, with a view to maintaining the quality of life.

(38) While, as some speakers pointed out, educational problems were world wide, it was nevertheless true that each country had a duty to seek those solutions which were most appropriate to its own particular circumstances.

(39) Disparities arising from social inequalities, due very largely to uneven economic growth, had in some countries been an obstacle to a uniform expansion of education to benefit all groups and all areas. The educational policies of several countries had included among their objectives the analysis of the processes underlying such inequalities, with a view to their elimination. In that connection, some speakers mentioned experiments in the decentralization of education which had been conducted in a realistic manner and had thus made it possible to reduce certain disparities, particularly in rural areas, within a single country.

(40) Many delegations, in plenary meeting, referred to such subjects as "educational reforms and their evaluation", "educational institutions and the community" and "educational information", which were also the subject of discussions in the Commissions. To avoid repetition, those subjects are dealt with exclusively in the reports of those Commissions.

(41) In the course of the discussions on matters concerning the right to education, the prevention of discrimination in education and the preservation of cultural identity, several delegates referred to the situation of the populations in the occupied Arab territories and in Southern Africa. Their concerns were reflected in the following text:

"Several heads of delegations of Member States censured the discriminatory practices of the colonialist governments in South Africa and Rhodesia, which ran counter to the principles of democratization of education and the rights of peoples to a national education in keeping with their own character, identity and aspirations.

They also censured the measures recently taken by the Israeli occupation authorities, with the object of extending the application of Israeli legislation to the West Bank of the Jordan and to

the Gaza Strip, and imposing Israeli laws on education in the occupied territories, which was contrary to the right of the Palestinian people to an education in keeping with their own character, identity and aspirations.

The same delegations appealed to the international community to take steps to end such practices, which they considered to be in flagrant

violation of the Universal Declaration of Human Rights and of the corresponding resolutions of the United Nations and of its Specialized Agencies."

(42) The plenary Conference examined the draft Recommendation No. 71 which had been prepared by Commission B and, after amending it, adopted it unanimously.

Introduction

(1) At the first plenary meeting of the Conference, Mr. M. Ngoagouni (Central African Empire) was elected Chairman and Messrs. P. Nikolov (Bulgaria) and T. E. Cotner (United States of America) were elected Vice-Chairmen.

Mr. J. Tena-Artigas (Spain) was appointed Rapporteur. The Commission held seven meetings, two of which discussed the theme "Educational reforms and their evaluation", two "Educational institutions and the community", and two "International dimensions in national education". The seventh meeting was devoted to the approval of the Report. The Commission had at its disposal a working paper (ED/BIE/CONFINTED 36/3) which contained a summary of the official reports. It also had two reference documents (ED/BIE/CONFINTED 36/Ref. 1 and 2) drawn up by the Secretariat of Unesco.

(2) In accordance with the proposal of the IBE Council, the discussions of Commission A took place in three stages. A discussion on "Educational reforms and their evaluation" was followed by debates on "Educational institutions and their interaction with the community" and on "International dimensions in national education".

(3) In order that the three themes proposed might be discussed in greater depth and in more practical terms, panels were constituted, on a voluntary basis, to lead, in turn, the discussions among the delegations.

(4) On many occasions, the observations made by speakers from a wide variety of backgrounds revealed a general consensus, and it was evident that the problems themselves and the effort to find solutions, although varying in degree and intensity, were internationally similar.

(5) The statistical data and conclusions contained in the working papers made it possible to focus the discussions on the main trends of quantitative and qualitative development and its consequences.

Educational reforms and their evaluation

(6) The existence of a marked tendency towards the reform and overhauling of educational and training systems emerged clearly from the discussions. A common concern seemed to be to

find a more satisfactory way of gearing the goals and objectives of education to the needs of society, in a context of broad democratization. Another general problem was the improvement of the quality of education and the return from the resources invested in it.

(7) The difficulties encountered with regard to the carrying out of reforms seemed to be closely linked, both quantitatively and qualitatively, with fundamental criteria and concepts. Experience differed in various respects, which might be summed up as attributable to: origin (government, general public, trade unions, parents, users and teachers, etc.); scope (global or partial) and *raison d'être* (why? for whom? and how carried out?).

(8) The reforms introduced in the majority of countries were, for the most part, directed towards the democratization of education, so as to redress existing imbalances, inconsistencies and inequalities. In many cases, emphasis was placed on the consistency of the reform, calling for a revision of the structures and content of educational systems. Mention should be made of the importance attached by many Member States to out-of-school education, and the effort to meet in-service training needs, which had prompted the adoption of new methods.

(9) Reforms varied in scope from the partial, which concerned specific aspects (principally structure and duration of the different stages of education, curriculum content, training of teachers, methods, educational technology, diplomas and degrees, and administration), to the global, which took in all those aspects at once.

(10) Some countries stressed that reforms might be comprehensive and immediate or might be put into effect in stages, the first of which consisted in determining the objectives in view, which were closely connected with political choices and with economic and social development. Obviously, if their success was to be guaranteed, it was essential to secure the participation of those concerned. A drive to make people aware of the problem and to motivate them was also indispensable at that stage, in order to avoid the resistance which would otherwise certainly arise.

(11) With regard to both the planning and the application stages, a consensus was reached on

the desirability of continuity in the reforms. It was considered essential to set up machinery for experimentation and evaluation in order to ensure the success of any reform. Such machinery should be based on principles of stability and flexibility and should take account of advances in science, technology and educational theory.

(12) The remarks made by speakers brought out the fact that there was a tendency to give prime importance to reforms at the pre-primary and higher levels, as well as the increasingly crucial role of the mass media. Another general trend seemed to be to establish close links between education and the working world, particularly at the secondary and higher levels.

(13) Some delegates drew attention to the trend in the direction of the development of secondary education for all as an important prerequisite for the implementation of the human right to education.

(14) There was, in some cases, a divergence between the reforms as described in writing, and the facilities and resources available for putting them into effect.

(15) The theme of the evaluation of reforms raised both methodological and practical problems on a more or less general scale. Irrespective of whether reforms were global or partial, there was obviously a need to devise evaluation machinery capable of covering their objectives, their costs, their internal and external efficiency, and their interaction with the community.

(16) The principle that the evaluation of reforms should cover all the components of the educational system emerged in the course of the discussions. Another fundamental problem was the time-lag sometimes found between the planning and the implementation of a reform, to which various Member States drew attention.

(17) The debate brought out general agreement on the need for discovering and trying out methods, criteria, indicators and instruments for the evaluation of educational reforms. It was unanimously considered desirable that the Secretariat of Unesco, acting in particular through IBE and IIEP, should attempt to define such techniques and to publicize them at the international level.

(18) The Secretariat provided a summary of information on Unesco's experience in evaluating knowledge, and on the difficulties of evaluating affective and sensory aspects, in the context of lifelong education. The development of evaluation procedures which reflected the new conception of overall, lifelong education, the objective of which was to form a "complete man", was found to be indispensable.

Educational institutions and the community

(19) The discussions on this topic, which were led by a panel, bore on a number of preliminary considerations which may be summarized as follows.

(20) Contemporary societies are developing rapidly and undergoing substantial political, cultural and economic changes.

(21) Education must be viewed, in the context of the global system of economic, social and cultural development, as an open, living and coherent subsystem with all its component factors, in order to avoid the danger of its becoming a closed system, tending to perpetuate itself by rejecting any change.

(22) Education - and more particularly school education - must keep pace with change, not only in order to adapt itself to it but also to prepare for change and to facilitate its application or introduction. The school as a dynamic system can assume this essential function only if it interacts continuously with the surrounding society. This brings out the dialectical relationship between the school and the environment.

(23) The interaction between the school and, in general, educational institutions, and the community or the environment, should be reflected in practical terms at the level of the principal components of education: students, teachers, curricula, administration, school buildings, equipment and organizational structure.

(24) First and foremost, schools should serve their pupils; but they should also serve everyone, according to the requirements of the countries concerned and their choices, by virtue of the possibilities afforded by continuous training and refresher-study programmes, the promotion of literacy, cultural development work, education in citizenship, and in the case of some countries, political education.

(25) So far as teachers are concerned, it would be well to consider whether they are not called upon to discharge other functions besides teaching pure and simple. There are many examples of work done by teachers outside the school in connection with health education, cultural development, citizenship education, and, in some countries, political guidance. Besides the full-time teachers, who may be regarded as professional educators, account should also be taken of those who devote only part of their time to teaching and who, being drawn from the community itself, represent a reserve of knowledge and exemplars of behaviour and skills enabling them to transmit their experience in active life.

(26) Curricula and syllabuses should be considered from various points of view, such as the function of national languages, the procedures and methods used, and the influence of an educational institution on its environment. The promotional function of the school should not be limited to carrying out what is known as "socially and economically useful work"; it is also necessary to consider the possibility of establishing contractual relationships between schools and business or industrial firms.

(27) The public authorities should ensure the participation of the community in the life of the school, and vice versa. They should also promote the strengthening of co-operation and effective assumption of responsibility by all those concerned in the community. Various practices may be used for this purpose, ranging from management-sharing to self-management.

(28) School buildings should be better adapted

to their particular climatic, geographical and cultural setting as regards their architecture and equipment. To this end, the use of local materials for school buildings and equipment should be encouraged. The planning and preparation of educational materials should also be done, whenever possible, in and by the community.

(29) Another theme referred to was the desirability of adjusting the organization of educational activities to other economic and social activities. This applies particularly to the arrangement of the school year and the working timetable in such a way as to facilitate participation and common action by the various social strata of the community.

(30) A number of delegates drew attention to the problems arising in connection with the institutionalization of relations between the school and the community in cases where the social, political and administrative structures did not clearly reflect the basic objectives laid down by the societies themselves. Efforts to decentralize the decision-making process by regional and local planning arrangements could only be successful when incentives to communication between the school and the community were included, generating effective intersectoral programmes focused on the basic needs of all groups in the population.

(31) Following the general considerations, the Commission's discussions were focused on three topics, brought up in document ED/BIE/CONFINTED 36/3, concerning the links between the school and the community; the balance between decentralization and the national character of the education service; and non-formal education for those without schooling.

(32) Various delegates stressed the importance of having a clear definition of the sort of community in question for any discussion of the relations between the community and the school and its participation in the latter's life. Some delegates considered that the question of the nature of the community was connected with the type of society and the development model it had chosen. Whatever its nature, the community represented a complex of ideas and interests. Several types of community - local, regional, national, federal and international - could be distinguished. The definition of the community and its objectives was therefore extremely important.

(33) On the question of the links between the school and the community, the delegates pointed out that the school was a "place" and education a function. The school formed every individual, at once, as a person, as a worker and as a citizen. The function of education took in the whole community, but that function varied in scope from one country to another. In some countries for example, firms and institutions providing employment openings for prospective graduates were associated with the work of the committees of management of educational establishments. In the case of the developing countries, the function of the State was still preponderant and very little was done by the local authorities. This lack of interest on the part of certain communities seemed

to be connected, as various delegates pointed out, with different factors, including illiteracy and the absence of motivation in the populations concerned so far as regarded schooling.

(34) On the question of action by the State, however, it was mentioned that government officials did not always take sufficient account of local conditions, which did nothing to facilitate participation by the communities concerned. Education policy was an integral part of other economic, social and cultural development policies.

(35) A number of delegates brought up the question of the need for institutionalizing relations between the school and the community. A community might be able to use the school's facilities and equipment for such public activities as meetings and sports competitions, while the school itself might make use of those of the community when they suited its purposes.

(36) In some countries, the inclusion of the school in credit associations and rural co-operatives was encouraged. Parent/teacher associations participated not only in the establishment of schools but also in the drawing up of syllabuses in which due account was taken of the national languages and values, so that they had a distinctive cultural character. There were obviously various possible patterns for participation by communities, whether formally organized or not, in educational institutions.

(37) In developing countries, the integration of the school with the community, particularly by way of participation arrangements, was one of the means used to heal the split that certain historical, especially colonial, practices had produced between the two.

(38) Whatever its nature, however, participation was clearly necessary if it was desired to harmonize the community's way of life and the development of the educational process. Most delegates stressed the importance of the role of the family in the overall process of education.

(39) A number of delegates considered decentralization to be one means of ensuring participation in decision-making by local communities. Others, however, expressed concern about the dangers there might be in decentralization if, in order to facilitate participation, excessive local autonomy was allowed, to the detriment of the national character of education, which should be guaranteed by the State. The State should assume responsibility for co-ordination when there was a variety of programmes resulting, as might be the case, from the free initiative of local authorities. In the case of decentralized systems, it was pointed out that the necessary balance between the local independence necessary for participation, and the centralizing trend required for a national system of education, could be achieved by democratic consultations.

(40) Moreover, the freedom allowed to teachers to take advantage of the local environment for the purposes of their teaching did not appear to be incompatible with the requirements of a central administration. Even in cases where there was an officially promulgated national curriculum, or, in other words, a single, uniform

curriculum, teachers and students could be left free to devise other teaching materials and methods. In that way, objectives could be fixed by the central authority and the means left to local initiative.

(41) A number of delegations stressed that, in view of the importance of out-of-school education and its democratizing effect, Unesco and the other appropriate international organizations should promote and carry out investigations with the object of establishing links between school and out-of-school education and integrating the two.

International dimensions in national education

(42) The panel leading the discussions on this topic put forward a series of general considerations and ideas which may be summarized as follows.

(43) Education is intimately bound up with questions of human rights, the dignity of the individual, self-confidence and social justice and plays a basic part in bringing about the international understanding which is undoubtedly the foundation of peace.

(44) Some countries pointed out that, if education was to play its part effectively in the strengthening of international understanding, it would be necessary to create a favourable atmosphere based on the principles of solidarity and co-operation in a true spirit of sincerity which would ensure: (1) the removal of the major discrepancies between developed and developing societies in the economic, social, educational and other spheres; and (2) the elimination of the foreign domination endured by the peoples of Palestine, South Africa and Zimbabwe.

(45) In this connection, the delegates as a whole considered that education for international understanding, approached from an intersectoral and interdisciplinary standpoint, should be based in particular on the teaching of subjects traditionally regarded as coming under the head of social sciences, some of which (such as history and geography) might have new matter included in them, and of other disciplines such as languages, civilizations and ecology.

(46) It appeared from the discussions that, while practically all countries were agreed that they should formulate and apply a national policy for strengthening a system of education which would contribute to international co-operation and understanding, the maintenance and development of the idea of a just peace, social justice, appreciation and regard for human rights, fundamental freedoms, and the removal of prejudices, misunderstandings, inequalities and injustices, many countries nevertheless encountered educational and psychological difficulties attributable to the very nature of international understanding; it was a complex matter, the teaching aspects of which were extremely ill-defined and which several delegations considered needed to be elaborated in more practical terms.

(47) A number of delegates emphasized that ideas and considerations on the development of an effective programme of education for international understanding needed to be broadened; besides

making changes in the content of the subjects taught at every level of formal and non-formal education, it was also necessary to introduce the spirit of a new international order in communication into the school and its teaching and the mass media.

(48) In this context, it was pointed out that the ideas underlying education for international understanding should be extended to communication in general, both in time (i.e. between generations, in order to allow of a forward-looking view of society) and in space (as reflected in the exchange of knowledge across geographical, cultural, linguistic and sectoral frontiers). It was only by applying such ideas to the elaboration of syllabuses in this area that it would be possible to ensure a truly comprehensive, interdisciplinary approach which would include the elements of social justice for all groups of people.

(49) It was pointed out that, in the investigation of means to be used in education for international understanding, ways should be found to promote an objective, well-balanced flow of information. To that end, the mass communication infrastructures in the Third World should be strengthened and developed, so as to promote a new international order in communication.

(50) Some delegates drew attention to the shortage of documentation, teaching materials and educational aids in their national languages and to the scantiness of the financial resources available for such purposes. It appeared that there was, in practice, in many instances, a great discrepancy between the ideals and objectives proclaimed and the actual situation.

(51) In the course of the debate, a programme of action was outlined which might lead to a thorough study of the various matters involved by a working party under the auspices of Unesco, so that practical proposals could be put forward. Such a programme might be focused on the following items: (1) promotion of the teaching of foreign languages, cultures and civilizations; (2) revisions of textbooks, more especially those dealing with history, geography and social sciences; (3) encouragement of entertainment and information programmes on radio and television; (4) promotion of inter-school correspondence and of interchange of documentary material and teaching projects; (5) encouragement of study tours, holiday trips, international work camps, and international and regional contests and competitions; (6) organization of commemorative ceremonies to mark particular occasions.

(52) Various experiments which had proved effective were also described, such as the teaching of foreign languages, Unesco's Associated Schools scheme, special programmes, and the revision of school textbooks, involving the deletion of anything likely to contribute to the creation of stereotypes in children's minds.

(53) It was necessary, from early childhood on, to stress the idea of interdependence among different countries and the need for global development as conceived in the context of a new international economic order; some delegates recommended including a critical analysis of the factors,

operative in history and at the present day, which were at the root of contradictions and tensions between countries, together with a study of the means of overcoming them.

(54) It was necessary to pay very great attention to the training of pre-primary and primary schoolteachers, since, after the family, they were the first, and in many cases the only, persons able to instil the idea of international understanding in the minds of future citizens.

(55) A readiness to respect, and even to appreciate, the cultures, customs, philosophical or religious ideas and structures of other countries was considered vital, as was an interdisciplinary approach to major world problems, whereby education for international understanding could be given a practical impact. An approach of that type should be adopted in dealing with various issues, such as: equality of rights among nations, respect for human rights, the elimination of racialism, colonialism, illiteracy, disease and hunger, environmental pollution, demographic problems, and a great many others which concerned all nations. It was primarily a question of fostering an attitude conducive to open-mindedness and international co-operation in both teachers and pupils.

(56) Mention was made of the difficulty which educationists might have, when planning curricula, in deciding at what stages and in what forms such a global approach should be introduced, since it was not clear whether that approach should be the basis of education or its final outcome.

(57) It was also remarked that the compilation of textbooks on international understanding was less important than an overall conception of education imbued with the underlying spirit that it was desired to promote. Immediate practical measures were also proposed, some of which had already been introduced and should be encouraged, such as exchanges of documentary material and of persons, bilateral or multilateral agreements for the revision of textbooks, international friendship clubs, international festivals, scientific and sports contests and the international baccalaureate.

(58) Some of the problems arising in connection with the exchange of persons, whether students

or workers, as regards adaptation to life in other countries, were also discussed. A number of delegates referred to the problems of the "brain drain", and the measures which should be taken to redress it and to prevent its being detrimental to the least developed countries, which were in urgent need of the scientific and technical contribution that their own nationals could make, even if they had been trained abroad.

(59) Various aspects of the problems connected with the study of geography, cultural imperialism, and the acceleration of history, were considered, and a forward-looking approach was advocated which would be more likely to promote international understanding.

(60) Programmes of school and out-of-school education for adults and young people could no doubt help to further the objective of international understanding by keeping them informed of the part played by international, intergovernmental and non-governmental organizations and of the agreements signed by countries, of which, in some instances, their own nationals were unaware.

(61) A number of delegates requested Unesco to investigate practical means of developing exchanges of information among Member States, including, in particular, the exchange of documentation concerning history, geography, the cultural heritage, etc. It was proposed that IBE collect examples of activities, programmes and methods which were being used increasingly in education for international understanding.

(62) Lastly, a wish was expressed that, in order to strengthen international understanding, Unesco should go on to set up a working party to review current activities and prepare a proposal for practical action and support to such activities in Member States. It would also be desirable for Unesco, and the appropriate regional and international organizations, to combine their efforts, so far as their respective concerns were involved, in order to give practical effect to the international aspects of the Recommendation.

PART II: THE PROBLEM OF INFORMATION AT THE NATIONAL AND
INTERNATIONAL LEVEL WHICH IS POSED BY THE
IMPROVEMENT OF EDUCATIONAL SYSTEMS

Introduction

(1) On the proposal of the Council of the International Bureau of Education, the Conference in plenary meeting elected Mr. Charles Hummel (Switzerland), Chairman of Commission B. At its first meeting, the Commission elected H. E. Dr. J. J. Muñoz (Colombia) and Mr. H. Gauthier (France), Vice-Chairmen. Mr. A. Serradj (Algeria) was elected Rapporteur.

(2) The Commission held 11 meetings, eight of which were devoted to the study of the Conference's special theme, "the problem of information at the national and international level which is posed by the improvement of educational systems", and three to the adoption of Recommendation No. 71 and the Commission's Report. The Commission began by meeting as one body and subsequently divided into two sub-commissions to go more thoroughly into certain aspects of the special theme. The two Vice-Chairmen each took charge of one sub-commission. The first discussed problems relating to user groups and their needs, while the second considered the training of educational information personnel.

(3) In addition, in order to facilitate the work of preparing the Recommendation on the special theme, the Commission elected a Drafting Committee consisting of the delegates of five countries (Argentina, Benin, Jordan, Union of Soviet Socialist Republics, United States of America), one for each of the Conference's working languages.

(4) The Commission had before it, as a basis for its discussions, a working paper (ED/BIE/CONFINTED 36/4) summarizing the reports received from Member States in response to an IBE questionnaire, and a preliminary draft recommendation (ED/BIE/CONFINTED 36/4 Add.). Several reference and information documents (ED/BIE/CONFINTED 36/Ref. 3; Inf. 1; Inf. 2; Inf. 3; and Inf. 4) had also been drawn up by the Unesco Secretariat, while one document (ED/BIE/CONFINTED 36/Ref. 4) had been jointly prepared by the four international teachers' organizations (IFFTU, WCOTP, FISE and WCT).

(5) The four international teachers' organizations - the International Federation of Free Teachers' Unions (IFFTU), the World Confederation of Organizations of the Teaching Profession (WCOTP), the World Confederation of Teachers

(WCT) and the World Federation of Teachers' Unions (FISE) - made a joint statement to the Commission regarding their status at the Conference. They noted that the Recommendation drafted by the Commission referred to the importance of teachers' organizations and urged that their participation in educational information processes be ensured at every stage. They expressed their regret that none the less the representatives of the four organizations were classified with those of other non-governmental organizations in attendance and that they did not have the possibility to submit amendments to the draft recommendation. They felt that this indicated a lack of appreciation of the value of teacher participation in the decision-making process. Recognizing that the jurisdiction in this matter lay outside the scope of the Commission, the four organizations indicated their intention to seek a meeting with the Director-General to find out the best procedure to ensure a more direct teacher organization participation in future sessions of the Conference.

General discussion

(6) Opening the first meeting, the Chairman explained that the Commission was responsible, firstly, for exchanging views and pooling information and experience on the special subject it had to consider and, secondly, for finalizing and approving the text of Draft Recommendation No. 71 before it was referred to the plenary meeting. He also introduced the five key questions on which delegates would be required to speak and which represented specific heads under which all aspects of the Conference's special theme should be adequately covered. They were:

- (a) national policies concerning educational information;
- (b) the organization of national educational information services;
- (c) regional and international co-operation in the exchange of information;
- (d) user groups and their needs;
- (e) the training of educational information personnel.

The consideration of the two latter questions was to be referred to the two sub-commissions specially set up for the purpose.

(7) Delegates were agreed, from the start, that the problem they had to consider was an important one. They nevertheless pointed out that the concept of educational information might be interpreted in many different ways and that it therefore required careful definition if the Commission's discussions were to proceed without confusion. Comparison of the respective situations of the various developing countries, moreover, brought out clear differences, which were reflected in the priorities that each of them allotted to the question.

(8) Most of the delegates were agreed that the concept of educational information should be broadly interpreted to cover simultaneously all data relating to the educational system, presented in the widest variety of forms, and intended for the whole population. In this connection, some of them nevertheless pointed out that a measure of priority, or special attention, had to be given to educational information intended more particularly for teachers, because the latter were the users most intimately concerned, while it was also through them that the purpose of improving the quality of education could be most directly advanced.

(9) With regard to the nature and content of educational information, it was commented that, more especially in the developing countries, the possible informal, non-documentary aspects of such information should not be overlooked, while attention should be paid to particular opinions and attitudes and to matters pertaining to the cultural identity of the populations.

(10) Educational information should not only involve a two-way flow but should be so conceived as to enable the various users to be producers of information in their turn. From this point of view, free access to the major communication media was the essential prerequisite for participation by those concerned in the information process. This general democratization of information was encouraged by the presentation of a wide variety of information which prompted discussion and explanations.

(11) Lastly, many delegates drew attention to the difficulties connected with the establishment of an educational information network. Certain obstacles were associated with the geographical conditions, multinational structure and federal organization of some States. The main concern expressed by some countries, and particularly by developing countries, related to resources and priorities. Several delegates, for instance, pointed out that so long as the basic problems of schooling were not solved, educational information could have only a relative priority. In that context, limited information work, mobilizing locally available resources and reflecting local conditions, should take precedence over the establishment of a national system. In the same connection, certain delegates voiced the fear that a national network, linked to international systems devised by the industrialized world, would merely increase their technological dependence and accentuate the existing imbalance between the rich and the

poor nations with regard to the production and flow of information. The wish was expressed that research should be carried out with the object of making educational information both economical and a source of economy in the choice of appropriate equipment and the selection of relevant information so as to avoid any waste.

(12) One woman delegate, whose remarks were endorsed by several participants, pointed out that, notwithstanding International Women's Year, women were quantitatively very poorly represented; that was very regrettable, especially since such an important subject as educational information was being discussed - a subject which concerned women very directly.

(13) One teachers' representative stressed the need to safeguard the right to genuine, objective and scientifically valid information.

A. National policies concerning educational information

(14) The discussions on this topic bore essentially on the objectives, the role and the functions that States assigned to educational information. A sound policy in that field should, in the first place, identify the various categories of users and their needs and take suitable steps to satisfy them.

(15) When a reform of the educational system was being phased in, educational information played a vitally important part at all stages of the process; in the identification of needs, in the development of content and of new regulations and in the setting up of structures and evaluation. Several delegates pointed out that, in such a context, information made it possible both to see that the objectives pursued were properly explained and the innovations introduced correctly applied, and to elicit the support of teachers, parents and the whole community. Educational information conveyed to non-specialists such as parents, pupils and the general public must, however, be couched in simple and lucid language and should avoid the use of specialized terms developed by experts.

(16) Some delegates also stressed that, at a time when most educational systems were steadily developing and were caught up in a process of continual educational innovation, educational information, covering the promotion of literacy, adult education and non-formal education, was becoming both a necessity in itself and an essential and efficient means of action for achieving the new objectives in view and integrating the educational process more satisfactorily in the general economic and social context of a country.

(17) Reference was several times made, for instance, to the need to frame and develop educational information policies so as to enable education to serve development and social progress. Several examples were given of the use of radio, television and other mass media to convey educational information to areas which were isolated and difficult of access, or to reach wider groups of potential users of the system.

(18) Educational information was regarded

not as an end in itself, but as a means which should be designed to:

make available to the policy-makers and administrators responsible for the educational system the information and data necessary for making the right decisions at the right time; facilitate scientific educational research and development work and secure the publication and circulation of the results of such activities; improve the quality of teaching by providing teachers and students with the information and educational tools most appropriate for their work; enable various educational subsystems to be combined and co-ordinated in the context of lifelong education; bring the educational system into closer touch with other sectors of national activity and, in particular, improve liaison between the machinery for training and manpower needs; foster dialogue, discussion and participation in decision-making.

(19) A national educational information policy should also make it possible to co-ordinate activities in that field and to use existing facilities to the best advantage. These concerns stemmed from the desire to avoid waste and duplication while guaranteeing greater effectiveness in action through a concentration of efforts on the chosen priorities.

(20) Some delegates pointed out that a national educational information policy would also make it possible to attain the following objectives:

the methodological and conceptual unity of the information system, through standardization and rationalization of criteria and instruments; the diversity of the system through a complex organization of its diverse components, designed to cater efficiently and appropriately for each group of users (research workers, administrators, parents, students, etc.); the geographical integration of the system, through the co-ordination of activities at the local, national, regional and international levels, and its functional integration through liaison with other information subsystems.

Information was thus a part of scientific work, and the processing of information by means of the latest techniques, and more especially by computerization, was becoming a possibility.

(21) Lastly, certain delegates drew attention to the difficulties encountered in their countries when attempting to introduce a national educational information policy - their concerns being connected sometimes with the shortage of resources and sometimes with obstacles arising from a decentralized or federal form of State organization - while others voiced doubts about the desirability of such a policy at the present stage of their development.

B. Organization of national educational information services

(22) When they took up the topic of the organization of national educational information

services, delegates pointed out that the institutional framework established reflected, and to a great extent depended on, the national policy pursued by each country in that field.

(23) When there was no such policy, institutions were set up to meet local or sectoral needs, and there was no co-ordination at the national level. Some delegates argued that it did not seem necessary to follow the traditional pattern - if such a pattern existed - in all cases, and particularly not in certain developing countries. The system should make provision for information, innovation and experiment at the level at which needs were felt, and within the framework of the existing infrastructures.

(24) Countries which had an explicit policy, on the other hand, were usually equipped with national centres which co-ordinated educational information at the national, provincial and local levels.

(25) In the socialist countries, for example, while educational information came under the Ministry of Education, it also formed part of the national scientific and technical information system which co-ordinated the activities of all the establishments and centres dealing with educational, pedagogical, scientific and technical information.

(26) Other countries had set up several bodies, each of which specialized in a particular field and catered for a given group of users. In such cases, educational information was an integral part of the educational system and, as a rule, the Ministry of Education included a specialized service which acted either as a co-ordinating body for all the existing information centres, or itself served as an educational information unit catering for the general public through the mass media.

(27) On the question of the organization of national educational information systems, several delegates drew attention to the important part that educational information and documentation centres, and educational and school libraries, had played and were still playing. In that connection, several speakers mentioned the advantages of decentralizing documentation centres at the local, provincial level, and even of setting them up in institutes of education, so as to ensure a genuine flow of information, more particularly to teachers.

C. User groups and their needs

(28) Most of the delegates stressed the need accurately to identify the real needs of users, from the point of view of both efficiency (the right information had to be conveyed to the right person at the right time) and economy (a mass of information was available and only a fraction of it was needed by a given type of user).

(29) Hence the need to carry out accurate studies to determine the real needs of the consumers. Delegates even mentioned the possibility of embarking on proper market research in this field, in the effort to avoid unnecessary expenditure. Some speakers remarked that,

apart from the usual sort of studies of that kind, it would be well - in order, for instance, to take account of the real circumstances of developing countries - to provide for other techniques which would make allowance for the socio-cultural characteristics of the people concerned. Unwritten information, and discussion groups, were mentioned as avenues of investigation which might be explored.

(30) There appeared, on the whole, to be general agreement on the categories of users listed in the working document (ED/BIE/CONFINTED 36/4). In particular, it was recognized that information did not concern specialists alone: users, parents, students and pupils were also entitled to information. Some delegates nevertheless stressed the importance they thought should be attributed to one group of users or another. Such priorities in fact reflected the level of development reached by each educational system, and hence the concerns of each society at the present juncture. One speaker, however, pointed out that those user groups did not, in reality, represent homogeneous categories, and that it was therefore advisable to analyse them more carefully in order to meet their needs more effectively.

(31) The consultation of users, together with their degree of motivation and conscious participation, were determining factors in the identification of users' needs. To ensure the success of such a dialogue, several participants emphasized how important it was that the authorities should set up machinery to promote the consultation of information users, thus making it possible to engage in dialogue with them at a satisfactory level of communication. In that connection, one Observer pointed out that the users best situated for such dialogue were teachers and their representatives, and regretted that the appropriate procedures did not exist.

(32) One means of bringing about such a democratization of educational information consisted in removing the existing dichotomy between producers and users, and enabling the latter, through political and other measures to involve them in the process, to become information-producers in their turn. Pursuing the same line of thought, some delegates dwelt on the need to arrange for a free flow of information, since the right to information was a fundamental human right.

(33) Most participants stressed the need to abide by the principle of the integrity of information; the latter should be open, objective and publicly available without restriction.

D. Training of educational information personnel

(34) Some delegates emphasized the need to accord priority to the training of specialists in educational information, since the shortage of such personnel in Member States, and more especially in developing countries, was a major obstacle to the establishment or improvement of national educational information networks.

(35) Since needs varied according to the

particular circumstances of each State, programmes for the training of specialists should start with a preliminary study to determine the real needs and the types of training needed by each Member State.

(36) An Observer representing a teachers' organization stressed that educational information should not be confined to technical and administrative matters, but should, perhaps primarily, be concerned with the political purpose of education and of the reforms undertaken. In this, as in other areas, teachers' organizations should be able to participate in information.

(37) Some delegates suggested that the training programme for educational information personnel, particularly in developing countries, should be organized at two levels:

training of advanced-level specialists;
training of another category at intermediate level.

In addition, the training of all such personnel should be continuous, being carried out by means of seminars, lectures, refresher courses, etc.

(38) The training of specialized personnel should be focused chiefly on the training of people to train others. The sending of prospective instructors abroad for training would be a possible way of reducing the cost of the operation, since such personnel, on their return, would take charge of the training of staff at the national level.

(39) It was proposed that educational information specialists should have a sound knowledge of educational problems in addition to their professional qualifications, since educational information could not be dissociated from the general problems of education.

(40) It was recommended that IBE should organize regional seminars on education documentation for information specialists. In addition, IBE should arrange to send specialists to the training institutions already in existence in developing countries, in order to help schools of librarianship to improve their programmes of study as regards educational documentation. Several delegates also suggested that Unesco should increase the number of fellowships available in the field of pedagogical information and should organize intensive training courses for developing countries.

(41) A wish was expressed that, in order to improve the situation of educational information specialists, suitable regulations to govern their status and training should be promulgated where they did not already exist. Other delegates, however, expressed reservations on that score, pointing out that, in the early stages, developing countries did not need high-level specialists, trained abroad and often cut off from the real life of the country, but rather people who were really rooted in the environment where they lived and worked.

E. Regional and international co-operation concerning educational information

(42) When speaking on this theme, most delegates dwelt on the importance that their respective countries attached to international co-operation and exchanges in the field of educational

information. Several delegates said that their respective countries were connected with international bodies and centres, known throughout the world, which specialized in exchanges and international co-operation in education, science and culture. Other delegates described the experiments undertaken by their countries in a bilateral, regional or international context. It thus seemed that co-operation opened up enormous prospects, particularly with regard to the exchange of educational literature and school textbooks with a view to their improvement, the exchange of teaching materials, and the organization of seminars and meetings bringing together teachers and various education specialists.

(43) Particular stress was laid on the role of regional co-operation. It was emphasized, among other things, that regional centres should be strengthened so that they could play a more effective part in connection with educational information, and that they were the essential basis on which a future world-wide information system should rest. Several experiments in regional co-operation and exchanges were mentioned as satisfactory models to be encouraged and to be extended to other regions. The representative of ALECSO stated that his organization would establish a regional information network within the framework of its Educational Research Unit. ALECSO would welcome co-operation and co-ordination with Unesco in this respect.

(44) Several delegates, however, emphasized that it was advisable to arrange for greater decentralization in this field, since, for geographical, historical, linguistic, and social and cultural reasons, a subregional context seemed to them to be more appropriate for exchanges and co-operation which would be more profitable to all the parties involved. It appeared, on the whole, that subregional experiments had been extremely satisfactory, especially when they were focused on concrete themes such as the finalization and production of school textbooks, recognition of diplomas, methods of computerized information storage and retrieval, educational research, bibliographies, etc. In addition, such co-operation had the advantage of reducing the unit cost of the provision of educational services, which was by no means negligible in a period of economic recession. Several developing countries with similar concerns appealed to Unesco/IBE to encourage that type of subregional co-operation, with a view to combining the efforts of the countries concerned in order to help them in devising school textbooks, manufacturing science teaching equipment and training teachers.

(45) The regional approach, as the starting point for the establishment of an international educational information system, therefore seemed to have the approval of the delegates as a whole; there were certain difficulties, but they did not seem insuperable. The question of the world information network, on the other hand, while supported in principle by the majority of delegates, gave rise to a great many queries.

(46) An international system presupposed political willingness to co-operate among Member

States; that willingness existed and had been expressed at several meetings of the appropriate bodies. In that context, several delegates emphasized the importance of the Final Act of the Conference on Security and Co-operation in Europe (Helsinki 1975) for education and information. The international information system presupposed the existence of national and/or regional systems which were properly structured and efficient. The establishment of such systems, however, represented a heavy outlay on equipment, specialists and running facilities. In that connexion, several delegates of developing countries stressed that it would, therefore, be necessary to find a solution to two major problems:

firstly, owing to the scantiness of their resources and the existence of other, more pressing, priorities, particularly in the field of schooling, only appropriate international assistance, with vigorous action by Unesco/IBE, could enable them to equip themselves with a satisfactory national information network which would ultimately allow them to take their place in the international concert;

secondly, the background of theory and the channels for the circulation of information, which were essentially the products of the industrialized countries, did not necessarily provide the best conceptual framework for describing local experiences rooted in countries' real social and cultural conditions. Comparative studies taking that aspect into account should therefore be among the priority tasks of international co-operation.

(47) Other concerns were expressed about the need for financial evaluation of the proposed international system. In particular, Unesco was requested to formulate a long-term plan for its gradual establishment. Such a plan should be spaced out in annual programmes of action, with estimates of the financial and human resources required at the international, regional and national levels.

(48) A number of problems still remained to be solved, relating principally to linguistic or cultural considerations or compatibility between the various existing systems. Most participants therefore stressed the need for international co-operation in carrying out studies on the comparability of theoretical concepts and the standardization of terminology, in an attempt to take account of the real social and cultural circumstances of all countries, including the developing countries, so that this world-wide system might be useful and profitable to all. In the opinion of some delegates, such studies might benefit from the experience of the UNISIST programme.

(49) It was also commented that the proposed international information system should neither be substituted for what already existed nor overlook what was already being done. In that connection, many delegates drew attention to the role of bilateral co-operation which, in several fields and in many situations, seemed irreplaceable.

(50) A number of representatives of developed countries fully endorsed the views expressed

concerning the need to increase multilateral or bilateral technical and financial assistance in order to strengthen national or regional networks with a view to their integration into the international information system. Work for the training of specialists was mentioned as meriting high priority.

(51) It was remarked that one of the principal objectives of the future international network should be, by widening the horizons of all gradually to redress the very uneven flow of information which marked the existing situation, and thus to participate in the establishment of a new world economic and social order, in which exchanges would be more equitable and more mutually advantageous.

(52) Most delegates stressed that Unesco/IBE appeared to them to be obvious points of convergence for channelling all the efforts made with a view to the establishment of an international educational information system. At the present stage, that dynamic role should be marked by greater assistance in a variety of forms (technical assistance, fellowships, training operations, etc.) with a view to strengthening the national and regional networks for the benefit of developing countries. The need for closer contact

between Unesco and the regional or international organizations concerned with training and education was also emphasized as being a form of action likely to foster international co-operation with regard to educational information.

(53) Lastly, since the international educational information network was to encourage an equitable exchange of information among all countries, and to be of benefit to the educators and the educational systems of all Member States, the Commission's attention was drawn to the special situation of teachers and of the population in the occupied Arab territories. In those areas, people were cut off from any information about the situation of their national system or of the rest of the world, and were thus deprived of the fundamental right of every individual to information.

(54) Despite the difficulties which emerged from this discussion, delegates recognized that the establishment of a regional and international educational information network, with all its manifold implications, should constitute an increasingly important component of regional and international co-operation, and should foster mutual understanding among peoples, based on a better acquaintance with various civilizations and cultures.

PART III: RECOMMENDATION NO. 71 TO THE MINISTRIES OF EDUCATION
CONCERNING THE PROBLEM OF INFORMATION AT THE NATIONAL
AND INTERNATIONAL LEVEL WHICH IS POSED BY THE
IMPROVEMENT OF EDUCATIONAL SYSTEMS

PREAMBLE

The International Conference on Education, convened by the United Nations Educational, Scientific and Cultural Organization, meeting in Geneva at its 36th session, held from 30 August to 8 September 1977,

Noting that general resolutions 9.1 and 9.2 of the General Conference of Unesco at its nineteenth session, on the establishment of a new international economic order and the Second Development Decade, drew attention to the need for a strengthening of mechanisms for the exchange of development-significant scientific and technological information as a key component in the process of transfer and adaptation of technologies appropriate to the needs of developing countries,

Noting that resolution 5.1 of the General Conference of Unesco at its nineteenth session, on the General Information Programme, committed Unesco to contribute to the development of international, regional and national information systems and services as a vital element in international co-operation and national development,

Having regard to the relevant conventions, recommendations, and declarations adopted at the international and regional level, which are applicable to the problem of information at the national and international level posed by the improvement of educational systems,

Interpreting educational information in the broadest sense as including the generation, recording and communication of ideas, opinions, theories, facts, regulations, statistics, cultural and artistic activities, and such other information/data as may relate to education systems and educational processes and which contribute to the quality of education, in all forms of communication, with an emphasis on the essential two-way nature of communication,

Considering that the development of sound educational policies, plans and programmes requires a wide range of information, just as the reform, the improvement and even a basic knowledge of education systems depends on a constant flow of information to and from all groups taking part in the educational enterprise, such as policy-makers, administrators, researchers, teacher-educators, teachers, students, parents, pupils, adult learners and members of the community at large,

Considering that problems encountered in the development of national systems of education may be resolved more effectively if use is made of analogous experience from other countries, especially in the sense of technical co-operation between developing countries,

Considering that the establishment of a world-wide network, based on the UNISIST conceptual framework of linkages and interconnections with existing and projected regional and national systems, is now practicable and desirable for educational information, both as a basis for international co-operation in education, and as a means to further improvement of national systems of education,

Considering that educational information in national languages is for every country a decisive factor in development,

Recognizing at the same time the problems that occur through barriers to the flow of educational information within and between the countries, the gaps in existing services and the resulting inefficiencies when decisions are taken on the basis of inadequate, inaccurate or out-of-date information,

Recognizing also that the development of regional and international co-operation in the exchange of educational information not only serves the improvement of education but contributes to creating better international understanding between educators of various countries and thus serves the cause of peace between all nations,

Recognizing that an adequate global information system is vital to all countries and that the cost of fully processing data and establishing and maintaining international links is often beyond the economic capacity of many developing countries,

Recognizing the constitutional provisions of each Member State,

Adopts on the seventh of September nineteen hundred and seventy-seven, and submits for consideration by the ministers responsible for education and the appropriate authorities and agencies in the various Member States and appropriate international bodies, the following Recommendation:

A. UNDERLYING PRINCIPLES

1. The development and improvement of educational information systems and services should be guided by the following principles:
 - (a) Recognition of the information component in the decision-making process: in the approach to educational policy-making, the planning of reforms, the establishment and implementation of educational priorities, improvement of the existing educational system, and educational practice, it is important to identify the information that is needed and the flow of information that may provide guidance in implementation, and to make suitable provision for this element. As a corollary to this principle, users at all levels should be entitled to access to this information so that they may make better use of existing systems and may participate in their further development. Impediments should not be placed in the way of the process of transmission and dissemination of publicly-available information likely to benefit people in their endeavour to improve their minds or circumstances.
 - (b) Co-operative networking: in planning and developing an information system, one aim should be to share available resources by creating a network of centres and institutions with information services relevant to education.
 - (c) Standardization: in the interests of economy and compatibility, standardized procedures should be introduced whenever possible into programmes of educational information, keeping in view: the International Standard Classification of Education (ISCED), as a basis for educational statistical reporting; the information-related standards of the International Organization for Standardization (ISO); internationally standardized terminology, such as the IBE and EUDISED Thesauri; and the various manuals and guidelines produced by the UNISIST programme.
 - (d) Professionalization: because of its importance, educational information should be recognized as a professional specialty within the larger field of information/library science and the personnel working in this field should have adequate preparation and status.
 - (e) International co-operation: national development in educational information should take account of the desirability of ensuring compatibility with regional and international networks and programmes so that Member States may participate in the transfer of educational experience.

B. PRACTICAL MEASURES AT THE NATIONAL LEVEL

Policy and legislative provisions

2. There is a need for explicit policy statements within each country, involving users, to show how educational information is to be related respectively to the existing information and education systems.
3. Within the various processes for educational decision-making, it is important to make specific provision for educational information whereby the responsibilities and roles are clearly defined, priorities emphasized, the necessary resources are foreseen and better co-ordination of efforts is achieved in order to avoid gaps in information flow and waste of resources.
4. It is advisable to embody such policies in laws, regulations, or formal institutionalized plans, which would provide for the planned development of information services in accordance with the

country's needs and priorities in educational development and resource allocation. Provision should be made for regular evaluation with a view to eliminating activities for which there is no longer a need and making necessary modifications to better serve user needs.

Services and programmes

5. In drawing up a plan and programme of action leading gradually to the development of an educational information system, education authorities should:
 - (a) make inventories of existing educational information systems and services in relation to the user groups served;
 - (b) establish machinery for co-ordination of activities at local, provincial and national levels;
 - (c) where national conditions favour this, identify a single national centre to serve as the focal point both for the national educational information network and for international contacts and exchanges in this area;
 - (d) include the gathering, processing and communication of facts, statistics and theories relating to the education system and the educational process;
 - (e) focus analysis on such areas as:
 - (i) the situation, trends and prospects of social and economic development in relation to educational development;
 - (ii) educational policy, its basis, development and implementation;
 - (iii) the content of education;
 - (f) transmit to all partners in the educational system, through the use of all the media of communication, such information and explanations as will enable them to understand and appreciate approaches chosen, innovations, and changes as regards educational policy;
 - (g) ensure provision of the necessary resources for the national programme of educational information;
 - (h) ensure that adequate staff are available, including teachers trained to this end, and if necessary initiate training programmes for the purpose;
 - (i) utilize educational information systems, where appropriate, to enhance the development of literacy in their respective countries;
 - (j) bear in mind that, in countries marked by great social and cultural variations, there may be different kinds and degrees of demand within one and the same category of users.
6. Since the aim of a national system of educational information is to support the various groups of people concerned with improving education, there is a need to give high priority to the study of user needs and preferences, including cost-benefit studies of different ways of meeting these needs, and to evaluate the effectiveness of the information services, programmes and products.
 - (a) Policy makers and administrators should be aware of their important role in producing as well as using information.
 - (b) Teachers and their organizations constitute a very important group in the educational community, and therefore their participation in educational information processes should be facilitated at every stage.
 - (c) Research workers are usually viewed as producers and users of information. Special importance should therefore be attached to:
 - (i) the promotion of interdisciplinary research related to educational development needs and priorities;
 - (ii) adequate support for such research;

- (iii) adequate diffusion of the results of such research among all the groups concerned.
 - (d) National bodies responsible for educational information and documentation should provide links between educational research and educational practice.
 - (e) Students, parents, schoolchildren and adult learners should be regarded as both users and sources of information.
 - (f) Educators should be made fully aware of the various systematic professional products and bibliographical tools, such as abstracts, indexes, current awareness lists, etc., that librarians, archivists, documentalists and information specialists generate, and that are of value and use to the educational community.
7. Information flow should not be limited to one-way vertical communication from the summit to the base but should occur in both directions through participatory planning. In addition, horizontal communication is necessary at all levels between various agencies, institutions, groups and individuals acting in or affected by the educational process as either sources or users or both, such as educational administrators, researchers, teachers, parents, students, pupils and various other users.
 8. Improvement in the various kinds of educational information services requires the solution of the many technical problems involved in information processing. Assuming the establishment of an adequate institutionalized framework, with staff and budgets, there is a need for:
 - (a) the adoption of standardized procedures in so far as possible and practicable over the entire range of information processing;
 - (b) the application of modern technologies - wherever national conditions allow for it or where the use of educational technologies has already been established - which include, for example, telecommunications, the use of computers for information storage and retrieval, and the use of audio-visual means for information dissemination;
 - (c) notwithstanding the value of these technologies, considerable improvements should also be possible by better use of simpler means for information processing; in particular, bibliographic control, the issuing of reference tools, the promotion of educational periodicals, awareness lists, etc., should be aimed at;
 - (d) the processing and presentation of information and data at one or more levels of sophistication so as to widen their user clientele, with the objective also of greater consumer usability, based on brevity, attractive presentation, graphic illustration and other means.

Status and training of educational information personnel

9. A corollary to the improvement of educational information services and their efficiency is the establishment of a cadre of appropriately educated and trained personnel with the administrative, social and economic status consistent with their roles and functions and comparable to those enjoyed by information personnel in other specialized sectors.
10. In some cases it may be desirable that a set of legislative and regulatory texts governing the professional status and training of librarians, documentalists, archivists and other information personnel, should be promulgated.
11. To combat the dearth of educational information personnel from which the developing and many developed countries presently suffer, programmes of pre-service training should be initiated or further developed aiming, whenever possible and in conformity with the new conception of educational information, at the education and training of a new type of personnel which would have a preparation both in the field of education and in the field of information.
12. When personnel working in educational information are qualified in either education or documentation but not both, they should be given the opportunity to receive training in order to acquire the necessary knowledge and skills that will qualify them in both fields.
13. Personnel already working in the field with appropriate knowledge and skills should be provided with the possibility of improving their professional qualifications. This can be achieved either:
 - (a) through developing training and refresher courses with the training methods suited to each country's needs and patterns; or

- (b) through arranging regional training and refresher courses which would be organized by the joint efforts of the competent authorities of the Member States in the region with the assistance of international organizations;
 - (c) through fellowships either within or outside the country.
14. In order to give further recognition to the work of educational information personnel, and to make better use of their skills and knowledge of quantitative and qualitative sources of information, they should be given the opportunity to participate actively in the educational development process through extended periods of training and through involvement in meetings, symposia, seminars and conferences whether at national, regional or international levels.
15. More generally there is a need for greater attention to education and training of various categories of people involved in education in how to produce and use information at every stage of the educational process. To achieve this, the following actions should be considered:
- (a) curricula at all levels of instruction, including teachers' colleges, should include short courses on information resources and documentation utilization;
 - (b) pre-service and in-service training of educational administrators and in-service programmes and courses of professional improvement of teachers should provide for their initiation to the utilization of educational information;
 - (c) school inspectors and the teaching staff of teachers' colleges should play an important role in promoting the exchange of information between teachers and educational institutions and research centres and at the same time in providing further training in the use of educational information;
 - (d) teachers' organizations and other professional associations can also play a role in this respect by organizing meetings, seminars and workshops and by stimulating the exchange of information through their publications.

C. REGIONAL AND INTERNATIONAL CO-OPERATION

16. Regional and international exchange of information provides a new dimension and form of international co-operation directed to assisting endogenous development. In order to overcome shortcomings in the regional and international flow of relevant educational information and to improve exchanges of educational experiences, coherent action is needed at the national, bilateral, regional and international levels. Therefore the Conference calls upon all relevant national, regional and international authorities, organizations and agencies to co-operate in improving regional and international exchanges of information so as to establish during the next decade a world information network in education which could contribute to improved decision-making towards the establishment of a new international economic order.
17. Since international networks succeed only when they are based upon national programmes or systems, the Member States and their appropriate authorities should endeavour to:
- (a) encourage recognition at the national level of the importance of regional and international exchanges of educational information;
 - (b) ensure that national policies of educational information contain adequate provisions for the gathering and dissemination within the country of up-to-date information on educational developments in other countries;
 - (c) develop adequate national infrastructures which would include mechanisms for regional and international linkage and information exchange to facilitate the country's participation in regional and international networks in the field of education;
 - (d) make further efforts to develop and strengthen national bibliographic, abstracting and translation services;
 - (e) encourage countries to use the International Standard Classification of Education (ISCED) for national and international educational statistical reporting purposes;
 - (f) encourage any new legislation or regulation governing the exchange of information to reflect the changes occurring in this field so that the flow of educational materials between countries may be encouraged and the processes of translation and adaptation be facilitated;

- (g) see that the content of information intended for international exchange is arranged in accordance with the priorities of the nation or region involved, with particular attention to basic legislative instruments and reforms concerning education, the planning of the development of education, curricula and syllabuses, information about innovation for the improvement of education, and the results of educational research;
 - (h) give due importance to the building up and development of national and local information infrastructures when formulating requests for international technical assistance in the field of education.
18. Highly appreciative of the role of international co-operation in improving the content of education, and attributing great importance to the part played by educational materials of all types (e.g. syllabuses, textbooks, teaching aids) in spreading the concepts of peace, mutual respect and friendship among peoples, the Conference recommends that Member States and their appropriate authorities engage more widely in the exchange of information concerning the content of education and common efforts to bring about the improvement of educational materials in order to develop students' interest in, and appreciation of, the history and culture of all countries and peoples.
 19. Although national action in both governmental and non-governmental domains for successful transfer of educational experiences and methods forms the basis of regional and international co-operation in this field, these national efforts should assist in achieving Unesco's aims in the sphere of education and should converge in programmes of the international and regional organizations, in particular those of Unesco.
 20. The Conference recommends that Unesco should play a leadership role and should undertake the specific task of developing a plan for a world information network in education in co-operation with the other Specialized Agencies, and that the principles of action for such development should comprise:
 - (a) the networking approach, by which existing or new regional information programmes are interconnected and linked into a world-wide network;
 - (b) adoption by national centres and regional programmes of common standards and procedures so that modern techniques can be applied to educational information exchange;
 - (c) promoting a co-operative approach, both for the free sharing of educational experience between countries and for supporting the growth of information services in countries where they are still weak.
 21. At the regional level, the programmes of Unesco and of regional and subregional organizations concerned with education, should help and stimulate the exchange of educational information and strengthen national information capacities by their services for the gathering, processing, analysing and disseminating of information. The goal should be to achieve within each region an effective system, into which national systems would feed and which would correspond to the educational priorities and conditions of the countries concerned. Whenever such systems are already in place, or substantially in being, appropriate measures should be looked for to link them into the world-wide network.
 22. In developing regional networks, Unesco and the pertinent regional and international organizations should seek to harmonize their programmes with national activities in educational information while at the same time ensuring compatibility with the systems developed in other regions.
 23. Unesco should strengthen its contribution to the development of national services for educational research and information and make provision for:
 - (a) reinforcement of the information component in the regional programmes of educational innovation for development such as APEID, NEIDA, EIPDAS, which are based on technical co-operation among developing countries;
 - (b) support to developing countries wishing to strengthen their national and local infrastructures in this field, with particular emphasis on national training programmes, refresher courses and seminars for educational information personnel and on feasibility studies on different information-processing technologies and systems, appropriate to national resources and needs;
 - (c) organization of regional and subregional training programmes, refresher courses and seminars for information specialists as an effective means of strengthening networking capacity and efficiency of national services;

- (d) opportunities for training abroad of specialists who might contribute to the more rapid development of information services in their own countries.

24. Unesco, particularly through IBE and in close collaboration with other international agencies and organizations, should undertake:

- (a) the systematic planning, costing and development of a world-wide information network in education based on the active participation of regional and national institutions and programmes and including an assessment of the resources available and a time scale showing intermediate objectives;
- (b) the expansion of the International Educational Reporting Service (IERS) so that it may form an important information basis for educational reform and innovation in all countries;
- (c) the establishment of systems interconnections between existing systems, whenever possible and feasible, such as between Unesco and IBE education-related data bases, and between national and regional education-related documentation systems, with the production of the necessary technical instruments;
- (d) the encouragement of specialized information services by voluntary professional bodies, including teachers' organizations at the international level, so that these groups will also participate in the network;
- (e) the resumed publication of the International Yearbook of Education, in a new form;
- (f) the rationalization of educational data requested of countries by regional and international bodies, in order to avoid duplication and overlap among gathering efforts, and to ensure the availability of the data in usable form.

Opening speech by
H. E. Sheikh A. A. Al Khalifa (Bahrain)

Mr. Director-General,
Mr. Director of the International Bureau
of Education,
Your Excellencies, heads and members of
delegations,
Ladies and Gentlemen,

It is my pleasure to announce the opening today,
Tuesday, 30 August, of this inaugural meeting of
the 36th session of the International Conference
on Education, which will continue until Thursday,
8 September 1977.

I am most happy to welcome you and to wish
you every success in achieving the aims and objec-
tives of this Conference, and in examining and dis-
cussing its documents; these have been carefully
prepared, with the help of specialists, so as to
cover all the principles and objectives singled out
for study and analysis by the Conference itself
and by its various commissions.

They range from the key theme of this Con-
ference - which is the problem of educational in-
formation in individual countries and throughout
the world - to summary statistics on education
in the world (1960-1975), international educational
information networks and their role in the transfer
of educational experience, the needs of teachers
with regard to information about education, and
the development of enrolment at the various stages
of education. The document dealing with this last
matter contains optimistic forecasts for the devel-
oping countries. There are a great many other
documents which I do not intend to mention here,
since this is neither the time nor the place to speak
of them in detail. Indeed, ladies and gentlemen,
you yourselves constitute the Conference and its
commissions; you will discuss and analyse these
documents; and I mean to take part in that work
with you when I vacate this seat and join the dele-
gation of Bahrain.

My aim, ladies and gentlemen, in referring
to the documents of the Conference, is to empha-
size that we are working for the good of mankind.

At this Conference, and in our institutions, we
are working for Man and for his development.
Clearly, therefore, the acts of violence now tak-
ing place in the world run counter to what we are
doing, and to the plans and objectives that we are pur-
suing in the endeavour to shape Man, intellectually,
emotionally and spiritually, so that he may be
better able to co-operate with his fellows in the
effort needed to remove all the obstacles that
stand in the way of a better future for mankind.

It is deeply regrettable that, in various parts
of Asia, Africa and Europe, human beings should
be killing and exterminating one another by a
variety of murderous and destructive means.
How deplorable it is to see people in those parts
of the world more eager to have recourse to the
arbitrament of war than to the settlement of prob-
lems by means of investigation and mutual under-
standing. How painful it was, a few days ago,
to see on the television news bulletins, African
peasants being trained to take up arms and use
them, instead of being encouraged to till the
earth and improve production in order to feed
millions of starving people. Truly, only those
who have been the victims of injustice and who
have been driven out of their homes can be par-
doned for the acts of violence they commit in
self-defence and in defence of their land, espe-
cially against foreign invasion. But problems
of frontiers and differences of that kind, and
artificially manufactured causes, ought not to
give rise to bloodshed among neighbours or be-
tween man and his fellows.

I do not think that these remarks are outside
our scope, since I am convinced that this Confer-
ence should concern itself with the acts of violence
which are now going on in several parts of the
world. Indeed, it should go further: it should
take positive steps to mitigate the ferocity of the
wave of violence that is sweeping across the
world. How? That is for you to decide, ladies
and gentlemen, as members of the Conference.

Thank you for your attention.

Opening Speech by Dr. Pratap Chandra Chunder
Minister of Education, Social Welfare and
Culture, Government of India
Chairman of the Conference

Mr. Director-General of Unesco,
Mr. Chairman of the Council of the International
Bureau of Education,
Excellencies, Ladies and Gentlemen,

I am deeply grateful to the representatives of the Member States participating in this 36th session of the International Conference on Education for having elected me to preside over it. I am fully conscious of the honour conferred upon my country, its tradition of scholarship, its concern for universal brotherhood, and its efforts to promote peace and goodwill among nations and to strengthen man's eternal quest for self-realization through the pursuit of truth and excellence.

May I take this opportunity to express my warmest appreciation of the efforts of Unesco and the International Bureau of Education in organizing this Conference. I would like to congratulate the Secretariat for the excellent documentation prepared, which I have read with great interest. I look forward to learning a good deal from the deliberations of this Conference and going back wiser and better able to deal with the extremely complex problem of education in our country.

Mr. M'Bow has in his characteristically thorough manner dealt with a whole range of problems concerning the developing of education. We are grateful to him for his thought-provoking and stimulating address. The two main themes to be discussed at this Conference are educational policies and programmes in the context of the relationship between education and development; and the problem of information at the national and international level which is posed by the improvement of educational systems.

With regard to the concept of development, it is true that, in large parts of the world where people still live in dire want and below the minimum subsistence levels and where illiteracy, illness and unemployment are still rampant, development must aim at providing adequate employment, food, shelter, clothing, housing, education and health services. As Mahatma Gandhi said, "In a poor country, God must come down as a loaf of bread".

But we must guard against the concept of development which is based on the view that Man's

material needs are unlimited, that sheer consumerism is an end in itself, and that progress lies in an endless growth of gross national product which implies an unlimited production of goods and services. In this concept of "development", material progress has acquired such a degree of precedence over moral and ethical values that the machine which was expected to serve Man has actually become his master. Commercial interests have often used science and technology to increase the exploitation of man by man; and the world is caught up in an arms race that now consumes enormous resources and has led to the stock-piling of nuclear weapons which endangers the very existence of Man. The pursuit of mere consumerism is also leading to a tremendous waste of natural resources, many of which are scarce and non-renewable; and what is even worse, this material plenty without is a poor compensation for the lack of peace within. There is therefore now an increasing realization that "Man cannot live by bread alone", and that we must move towards a concept of development which, while ensuring an adequate standard of material living, takes due cognizance of social, cultural and human values and will aim at improving the total quality of life.

In keeping with this concept, we must create a new humane international order based on the principles of equality, freedom, justice, equitable sharing of the wealth and knowledge of the world and non-violence. This also implies the creating within each nation of a more egalitarian social order based on adequate guaranteeing of basic human rights and the provision of a decent standard of living for every human being.

A fundamental aim of this development should be to enable Man to come into his own. He must cease to be the slave of the machine and be its master. He should value discipline and self-restraint. He should be able to participate in all important decisions that concern him. He must learn to moderate his material needs and pursue spiritual and cultural growth.

He should also observe and appreciate the rich cultural diversity permeating the human society. This diversity deserves to be preserved. The new development therefore may be diverse and assume unique forms in each country, suited

to its own traditions, needs, aspirations and cultural patterns.

It is now universally recognized that society and education are interdependent and that we cannot create a new society without creating a corresponding new education. Very naturally, then, we must raise the relevant question: what is the new education that the world now needs to secure this new development, both national and international?

One broad answer has been given by Unesco itself through the Report of the International Commission on the Development of Education entitled: Learning to Be. This report highlighted the utter inadequacy of the formal education system and brought out the significance of incidental and non-formal education. It stressed the need to create a learning society and to provide lifelong education for all.

Another set of objectives for education has been provided by the growth of knowledge, particularly in the field of science and technology, which is essential for development. Every nation must therefore identify all its potential talent, cultivate it systematically, and join the universal quest of acquiring, storing and diffusing knowledge. It is only this intellectual effort that can help us to overcome poverty and provide a decent standard of living for all the people. The intensification and universalization of this effort to cultivate knowledge, especially in the field of modern science and technology, should be the second most significant educational concern of all nations.

There is a third and even more important aspect of this new education to which I must refer, viz., the cultivation of basic human values in each individual. Here we must seek guidance in the teachings of all religions and great thinkers. As a great Indian sage, Swami Vivekanand said: "Education is the manifestation of the divinity in Man". This is what the new education should also aim at. Finally, education should foster understanding of different peoples and cultures and promote international co-operation and the brotherhood of Man.

What are the measures that we should take to create this new education? Which of them are likely to succeed? These and a hundred related questions arise in this context; and it is here that

the problem of information in educational systems - the theme of the Conference - becomes particularly relevant.

In this complex world and in dealing with a difficult problem like that of the regeneration of education and society, where each nation has to evolve its own unique programmes, where the scope for direct imitation is very limited and mechanical transplantation of experience almost pre-doomed to failure, there is only one way to learn and to progress. Each country must try its best to experiment and to innovate and share its experimentation and innovations with others, so that we learn from each other. The mutual exchange of experience is thus crucial for progress and I am therefore very happy that we shall be trying to discuss how to build effective information systems on education, both at the national and the international levels.

Ladies and gentlemen, let us not forget that information systems, however efficient, and even education systems, however good, are only a means to an end and not an end in themselves. The end is to create good men, good nation States and a good international order. In Sanskrit, we have a beautiful expression on the objective of education: "Saa vidyaa yaa vimuktaye" (Education is that which leads to emancipation).

The vision of the social order where this emancipation or freedom has been attained can best be described in the words of our great poet Rabindranath Tagore:

"Where the mind is without fear and the head
is held high;

Where knowledge is free;

Where the world has not been broken up into
fragments by narrow domestic walls;

Where words come out from the depths of truth;

Where tireless striving stretches its arms
towards perfection;

Where the clear stream of reason has not lost its
way into the dreary desert sand of dead habit;

Where the mind is led forward by Thee into ever-
widening thought and action -

Into that heaven of freedom, my Father,
let my country awake".

And, may I add, let the world awake.

Thank you.

ANNEX III

Address by Mr. Amadou-Mahtar M'Bow,
Director-General of the United Nations
Educational, Scientific and Cultural Organization

Mr. Chairman,
Ministers,
Mr. Chairman of the Council of the International
Bureau of Education,
Your Excellencies,
Ladies and Gentlemen,

This is the second time since the beginning of my term of office that I have had the honour, and the great pleasure, of being with you at the opening of a session of the International Conference on Education. This 36th session, like those before it, is enjoying the generous and efficient hospitality that has always been forthcoming from the federal authorities and those of the Republic and Canton of Geneva. I should like to thank those authorities most cordially, not merely because it is customary to do so but, very specially, because the welcome extended by the host country of the International Bureau of Education comprises something which has always contributed to the success of your discussions: I mean the atmosphere of freedom and the spirit of international co-operation which are so closely interwoven with the past history of this country and this city, and which have inspired so many undertakings, conducted on these shores, for the cause of peace and human solidarity.

My warmest thanks are due to the delegations of the Member States, many of which are headed by ministers, for having testified by their presence to the importance they attach to this Conference. I also greet the representatives of intergovernmental and non-governmental organizations. The calibre of the participants gathered here today is sufficient evidence that they consider these meetings quite as important as the Organization itself does.

This Conference, which enables Member States to compare notes at first hand on their experience, also provides an exceptional, and invaluable, opportunity for Unesco to confront the points of view of those responsible for education throughout the world, with the improvement of educational systems everywhere as its only concern.

You will find that, in accordance with a tradition dating back to the time when the International Bureau of Education was attached to Unesco in 1969, the provisional agenda provides for a discussion

on major trends in education; consideration of a theme proposed, in view of its importance, by the Council of the International Bureau of Education and approved by the General Conference; and the adoption of a recommendation on that theme. However, the proposed agenda for this 36th session also contains an innovation: the problem of the interaction between education and development, which is a major concern of those responsible for educational policies, seemed to merit sufficient attention to be brought before the Conference in plenary meeting.

This question, which is basic to the framing of national educational policies, has been the subject of broad reflection over the past few years. For a long time, and in many countries, the relationship between education and development has been viewed essentially in quantitative terms, and educational planning has often been approached from that angle.

This is probably accounted for by the fact that many countries have found it necessary to face and meet rapidly a growing demand for education, but also, and above all, by a conception of development which is itself quantitative, equating development with linear economic growth. We are all aware of the importance of economic growth, and I am one of those who believe that appeals for "zero growth" can have little meaning for the countless peoples of the world who are still without the basic necessities of life. But economic growth alone cannot be enough. Indeed, it derives its justification only from the social progress which it renders possible, if we take the view that Man is, and must be, not only the "centre of development", but also the agent of a kind of development which is conceived and achieved through the free and active participation of all, and for the benefit of all. The various aspects of such development - social and cultural as well as economic - must, then, be closely connected.

Such a conception has obvious consequences for education. If Man is indeed the ultimate end of all development undertakings, then it is he, both as an individual and as a member of society, who should be taken in hand and prepared for his manifold tasks and responsibilities. Our work has to be directed to forming this "complete Man"

and ensuring that he fulfils all his potentialities. If such an aim is to be achieved, education, obviously, cannot be separated from the various procedures whereby Man expresses himself, finds his place in the society to which he belongs, and asserts his mastery over the universe which provides the setting for his life.

In other words, education is inseparable from science and technology, which are mankind's principal tool for organizing the world and pushing back its frontiers to the furthest horizons of his own thought; it is inseparable from the social sciences, which enable Man to define, explore and improve his relationships with other men; it is inseparable, above all, from culture, whereby, in communion with his fellows and on the basis of a heritage handed down by countless generations, Man transcends his own experience of life to give it those special dimensions which are the mark of civilization. And lastly, although the two are distinct, education cannot be separated from information, which, from mankind's earliest days - but now commanding such powerful media - has been the reflection of men's efforts to communicate with one another.

Placed in this context, and seen as a universal drive which takes varying forms according to the manifold aspects of human creativity, development can only come from within. It must be endogenous, thought out by people for themselves, springing from the soil on which they live and attuned to their aspirations, the conditions of their natural environment, the resources at their disposal and the peculiar genius of their culture. True development cannot be dissociated from a particular time and place.

Education should accordingly contribute to the promotion of such endogenous development. But I should be misunderstood if I were to convey the impression that this endogenous development should represent a selfish attempt by each country to exist for itself alone. On the contrary, endogenous development seems to me to take on its full significance only in the context of solidarity among the peoples, which is expressed in, and the aim of, the concept of a new international economic order. Because political and economic relations among nations have for too long been based on the dominance of some and the dependence of others, many countries have been hampered in their advance towards progress, and disparities have steadily increased throughout the world. Endogenous development similarly implies the concept of a new international order based on solidarity and genuine equality in all aspects of international exchanges.

Education, thus defined in relation to an entirely new idea of development, naturally requires a thorough overhaul in depth, and the replies given by your governments to the questionnaire on major trends in education show how strongly that need is felt. The fact nevertheless remains that the quantitative expansion of the educational system - as the prerequisite for any genuine democratization - will be an inescapable necessity in the coming decades, and will give rise to acute problems, particularly in developing countries whose school-age

population will continue to increase at a rapid pace. According to the forecasts, by 1980 the 5 to 14 age-group in those countries will represent 44 per cent of the 15 to 64 age-group, and 38 per cent in the year 2000, whereas, in the developed countries, the 5 to 14 age-group will represent only 24 per cent in 1980 and 23 per cent in the year 2000. Between 1960 and 2000, for instance, the population between the ages of 5 and 14 will have trebled in Africa and in the Arab States, doubled in Asia and Oceania, and increased 2.69 times in Latin America and the Caribbean. However, we find that the rate of increase of school enrolments throughout the world, which was 4 per cent per annum in the 1960s, was less than 3 per cent between 1970 and 1975. Thirty-eight per cent of the children in the 6 to 11 age-group were not yet attending school in the developing countries.

One consequence of this is an increase in the absolute number of illiterates, even though the percentage of illiterates in the total population is falling. It should also be noted that the progression in the ratio of girls to boys, in the total population benefiting from modern education, has been negligible over the past fifteen years: there were 79 girls to 100 boys in 1960 and only 81 girls to 100 boys in 1975, with substantial differences persisting to the detriment of girls in the developing countries.

There is still, therefore, an immense amount to be done in quantitative terms, but the experience of the last few decades has shown that, if it is to be fruitful, the effort made in this direction should go hand in hand with qualitative improvement, which is essential to ensure greater internal and external efficiency in educational systems. Democratization - and here again the replies of your governments show how imperative a necessity this is - calls for a restructuring of educational systems which will guarantee not only access to education, but equal chances of success, or in other words provision of educational opportunities which match the characteristics and aspirations of all groups within a society.

The necessity for this - as many reforms in progress go to show - should also be accompanied by an effort to provide, as far as possible, a common basis of education which will lay the necessary foundation for the nation's unity and will contribute to the democratization of society. The problem of reconciling the conflicting needs of finding a common basis for education and at the same time devising suitably diversified procedures for formal and informal education is one of the most difficult encountered in any restructuring of educational systems. But a partial solution is to be found in the concept of lifelong education, which sets out to supplement initial training at various stages in life and to dovetail together the complementary resources of formal and informal education.

The structures of education must be renovated, but so must its content and its practices if it is to become both internally and externally efficient. Internal efficiency must come first, since the high repetition and drop-out rates - which are a

cause of ruinous wastage and a basic hindrance to quantitative expansion - originate in the unsuitability of curricula and methods; or in the shortage of teaching equipment, teaching which is too abstract, and teachers who are underqualified; or in mishandling in the schools, if only through overcrowded classes which frustrate any attempt at serious teaching. A type of education which fails to provide motivation for the young, which is in conflict with the values of their environment, which has a certain unreality about it, or which is less attractive than the messages broadcast by the mass media, is bound to lose its value. Next, external efficiency, since education which is not linked as closely as it should be to the child's environment, which does not enable him to foresee and imagine the world in which he is going to live and to adjust to its changes, and which does not prepare him for the working world through the kind of knowledge and know-how it provides, leads all too often to alienation and inability to adjust to society and to productive employment.

This situation is even worse in countries whose educational systems still bear the stamp of foreign values and cultures, and where education is provided in a language which, for the child, is only a second language.

A great many reforms - and this, I think, is one of the trends emerging from a study of recent developments in education throughout the world - are directed to trying to achieve greater relevance, particularly by including productive work in education, not only for its economic value but, still more perhaps, for its educational value.

Lastly, efforts to secure the relevance of education are also needed with a view to promoting a better grasp of realities in the world today. This implies that education should be directed, through the convergence of all the disciplines involved, to promoting understanding of the major contemporary problems which underlie the solidarity of the peoples and furnish a common objective for their efforts: the problems of peace, human rights, development, the environment, the equitable distribution of the planet's resources, and population, to mention only the most important. I am happy to see, in many of the replies from your governments, that these concerns are also appreciated and reflected in the reforms under way.

"The problem of information at the national and international level which is posed by the improvement of educational systems", which is the special theme of your Conference, thus acquires its full significance. The answers which are found to this problem should enable the various countries, firstly, to take advantage of experiments carried out elsewhere; secondly, to make better use of existing resources; and, lastly, to bring genuine international co-operation into effect in the sphere of education.

But while information on education is still to a large extent circulated in the form of documentation - though, of course, use is made of advanced forms of technology - it is now taking on features which are fundamentally new.

You may wonder whether, in the context of

the all-embracing education to which I alluded earlier, information on education can be confined to pedagogic information. I, for one, believe that it should cover the broad spectrum of the educational sciences, which, apart from pedagogics proper, includes a number of related disciplines such as psychology and educational psychology, learning theory, anthropology, sociology, the linguistic sciences, and the enormous field of educational technology.

Furthermore, I think that information on education - and this point is mentioned in the working paper now before you - should meet the needs of the very wide range of people involved in its planning, progress and management, or concerned with its results. It should therefore be differentiated according to the needs, not only for those responsible for educational policies, researchers and teachers at various levels, but also of all the categories of educators and of all those associated, either full time or part time, in various capacities, in educational activities: students themselves, parents and all users of the educational system, trade unions, employers in the public and private sectors, and persons in charge of economic, social and cultural development. This, I think is a new task for information on education which links it with information in the usual sense of the term, and which should provide the basic ingredients for a new awareness and a better knowledge, on the part of the whole population, of the educational problems which, after all, concern it in its entirety.

This approach obviously calls for a very varied body of means for the collection, processing and dissemination of information. An information system cannot discharge all these tasks unless it is capable not only of disseminating raw data but also of processing them and presenting them in a form appropriate to the needs of the various sectors of the public and in a language which is readily comprehensible to them.

Information on education must, in fact, cease to be what it still sometimes is, viz. the putting out of crude, unprocessed material, too often left unused; it should become the living bond and the indispensable dialogue component among all the groups concerned. Above all, it should be an essential factor in the broad consultation and agreement, both in the international and in the regional context, which the overhaul of education requires. It should, finally, as your working paper observes, be a two-way process in which every consumer is also a producer. Viewed in this way, educational information will cease to follow that centrifugal procedure which, in an implicitly normative fashion, passes on knowledge to be used, and instead will put forward information and experience which will themselves generate fresh data, since they will be known and appreciated.

From this point of view, it seems to me equally indispensable - and perfectly in keeping with the guidelines which the General Conference of Unesco issued at its last session - to abandon, a conception of international co-operation in the field of educational information which divides countries into two classes: suppliers and consumers

of information, the first being the industrialized countries and the second the developing countries.

Because of the scope of the educational reforms which many young States have been compelled to initiate, in order to create the conditions necessary for true independence, to meet their specific development requirements and to strengthen their cultural identity, some of them, I think, already have particularly innovative experiments to their credit. These experiments, based on their own needs, nevertheless have to cope, to varying extents and in various ways, with the major problems facing the international community of educators.

I believe, as you do, in the reality of that community of educators, and it is one of the roles of information on education to strengthen it by developing those exchanges which constitute an essential element in intellectual stimulation and mutual appreciation.

I should like to emphasize, moreover, that comparative education - which is the field of action of the International Bureau of Education - should no longer, in my opinion, be confined to the spatial aspect, but should also take in the temporal aspect which will make it possible to save from oblivion the many highly rewarding experiments in which the history of education abounds.

In the course of your discussions, you will have to consider some of the questions arising in connection with how educational information is to do what is required of it. How, in the light of a variety of experience, can appropriate policies in this field be designed? Should these be an integral part of education policies, or of communication policies, or of both? How can educational information services be organized and diversified so as to ensure, in the words used by one government in its reply, that there is a flow of information at all levels? How can we be sure that there is a homogeneous information infrastructure in individual countries, including those which have decentralized political structures? What steps need to be taken at the national level to train people equipped to carry out the various tasks involved? What arrangements should be contemplated or improving international co-operation, by providing for better treatment of the data circulated and ensuring compatibility of the various national information systems? How should the international community extend what it is doing to meet, in particular, the most pressing needs of the developing countries? How can we arrange for co-operation among the developing countries and between them and the rest of the international community, to which they themselves have much to contribute?

The answers found to these questions will entail an enormous amount of work, so that priorities will have to be fixed, taking into account the means available.

In this connection, I should like to add one general comment: educational information, like educational research, should, in my view, be directed to serving those responsible for education so as to guide them in their choices by making available to them all that has been learnt from national and international experience.

This entails new requirements as regards the work of IBE, which must be viewed in the conceptual context of the Medium-Term Plan for 1977-1982, approved by the General Conference at its nineteenth session.

Under the terms of its Statutes, IBE is responsible for preparing for and organizing the sessions of the International Conference on Education, for undertaking educational studies on comparative education, for continuing its work on educational documentation, for the dissemination of information on education, and for running the international educational library. In the discharge of these main functions, therefore, IBE is thus particularly active, in the extensive field of education, from the point of view of life-long education and economic, social and cultural development. As an instrument for the pooling of information, however, it will also have to make a substantial contribution to the development and promotion of information systems and services at the national, regional and international levels.

Unesco's substantive and operational experience provides a very rich foundation on which to work, making it possible to identify certain major problems of concern to the entire international community, which may be fruitful subjects for comparative education studies. Having regard to the prospects afforded by the Medium-Term Plan objectives for education as a whole, it seems to me to be essential that IBE should extend its own work and develop its activities not only as regards the means of education, with which comparative education is generally concerned, but also, more generally, as regards the purposes of education. This would necessitate giving a real place, in documentation and in comparative studies, to the whole body of education sciences, the importance of which is increasing throughout the world as regards both thinking and educational institutions. Information and documentation would thus be enriched by the addition of a variety of subjects pertaining to educational trends, currents and practices. With the regional and international units available to Unesco to provide assistance with educational information and documentation, the International Bureau of Education would thus be able to strengthen the part it is already playing as the Organization's central focus of information on education, and the main nucleus of its documentation centres, with a view to the establishment of a world system of educational information exchanges.

The problem of the publications of the International Bureau of Education is also important enough to deserve special mention. As you know, since 1971, these publications have formed part of Unesco's programme. Whether they be works of reference (like the IBE/Unesco Thesaurus and the annotated bibliographies), or designed for circulating information, like the bulletins or comparative studies, or whether they form part of the series dealing with reforms and innovations, such as those of the International Educational Reporting Service (IERS), these publications represent the main means available to the Bureau

for helping Member States and meeting the requirements of Unesco's education programme. It might be helpful, in this connection, to consider the possibility of starting up again, in a new form, a publication previously got out by IBE which rendered very useful services. I have in mind the "International Yearbook of Education", which ceased publication in 1971. While mindful of the reasons which led to the cessation of publication, and fully appreciating the value of the books and pamphlets which have since been brought out dealing with the main trends of education, I feel it might be well for IBE to consider the possibility of publishing a new yearbook which would make use of material from the Unesco Statistical Yearbook, bringing out the main trends and general lines of emphasis in education as derived from the most telling statistics, and would also give particulars of a number of specially interesting practical experiments in different countries. This would make it possible to present an informed picture, year by year, of the situation as regards some topical problems in the sphere of education.

Mr. Chairman,
Ladies and Gentlemen,

I should like most cordially to wish you the fullest success in your work. And I can tell you, now, that I shall be keenly interested in the findings of this 36th session of the International Conference on Education, which is, moreover, taking place so soon after the well-earned retirement of the previous Director of IBE. Before closing, therefore, I should like once more to thank Mr. Leo Fernig for all he has done since 1970 to carry on the work begun nearly 50 years ago by his eminent predecessors. His name will thus be associated for the future with those of Bovet, Marie Butts and Piaget, so ably assisted by Rossello.

I should also like to convey to his successor, Mr. James Chandler, the new Director of IBE, my most cordial good wishes for the success of the work on which he is about to embark, so that the Bureau may continue to fulfil in ever-increasing measure the hopes placed in it by the Organization as a means of meeting the needs of the international community and fostering co-operation among its Member States.

Closing Speech by Mr. Amadou-Mahtar M'Bow
Director-General of the United Nations
Educational, Scientific and Cultural Organization

Mr. Chairman,
Ministers,
Mr. Chairman of the Council of the
International Bureau of Education,
Your Excellencies,
Ladies and Gentlemen,

As this 36th session of the International Conference on Education comes to its end, I should like to tell you how fruitful I think its results have been. I am very sorry that other obligations have made it impossible for me to follow all your discussions, but my colleagues have kept me informed of your work, and I have read most attentively the excellent reports which give an account of its progress and conclusions.

My first source of satisfaction is the unprecedented number of delegations meeting here since, for the first time, 104 Member States and three non-Member States were represented, together with two African Liberation Movements recognized by the OAU and the Palestine Liberation Organization, nine organizations belonging to the United Nations system, four other intergovernmental organizations, and 27 international non-governmental organizations. The calibre of the participants was no less impressive than their number, and I have been struck by the excellence of the speeches, which combined sound technical thinking and pertinence with an evident desire to master the problems and a passionate determination to find appropriate solutions to them. Lastly, I have found invaluable encouragement in the progress achieved as regards the development of education, as evidenced in your discussions, and in the prospects opened up by your joint thinking for further advances.

The discussion on major trends showed that, even though much still remains to be done, there are very encouraging lines of approach and results from the point of view of the general provision and democratization of education. There are more countries where primary education is universal, and more States providing primary education free of charge. We find that the duration of the primary education provided for children is often longer, and many countries have established a basic stage which gives children and young people, and adults, too, a minimum of

modern education, thus supplying a kind of mass education which can often supplement the inadequate resources of the schools. I am pleased to see that the procedure thus adopted is in line with the concern which has led me, in the preliminary outline programme for 1979-1980 that I shall be submitting to the Executive Board at its next session, to pay particular attention to the problem of the connections between school and out-of-school education.

In a growing number of Member States, it is now secondary education which is being made generally available and diversified in order to fulfil its functions in training higher level personnel and preparing young people for working life and for access to higher education. The remarkable advances in education and in the democratization of higher education, and the attention paid to pre-school education as an integral part of the educational system, shows that, in many cases, educational systems are tending to become both more complete and better balanced. I also note a growing tendency to make more room for what is known as non-formal education, alongside institutionalized teaching. The provision made for retraining "open" education and second-chance education shows that, in this respect too, the principle of life-long education is being applied with increasing frequency.

Unfortunately, in many countries, illiteracy is still a big problem of which most of the governments concerned are fully aware, and which many are making increasingly energetic efforts to solve.

Today, 8 September, is International Literacy Day. It is being officially celebrated at Unesco's Headquarters in Paris, and it seems to me to be essential, on this occasion, to draw attention once again to this enormous problem, the solution of which is, for the international community, a matter of justice and of fidelity to its commitments. In this connection, I should like to remind you of five principles to which I referred last year at the same time, and by which I think it indispensable to abide if our efforts are to meet with success. Literacy campaigns should be functional; they should be tied in with the process of lifelong education and should be one of

the driving forces in economic and social development; their methods should be diversified to fit differing situations; and lastly, a determined national policy is a necessary condition for their success. I think it desirable that the governments concerned should redouble their efforts, and that the international community should devote more resources to the elimination of a scourge which is one of the things that most seriously compromise the right to education and which does away with any possibility of genuine self-fulfilment so far as the most disadvantaged strata of the population of many countries are concerned.

The democratization of education, in the direction of which these achievements are leading us, also implies equality of chances of success, which is bound up with a qualitative improvement of educational systems. Here again, your discussions have been highly significant. The trends emerging from them, like the many achievements which have been mentioned, testify to a clear awareness of the need to rethink the content and the methods of education. The innovative and comprehensive character of the policies being followed by a great many Member States in this respect came out particularly clearly in the course of a discussion on the theme of "education and development" in the plenary. Despite the diversity of national circumstances and situations, there is remarkable agreement on a conception of education which, almost everywhere, seeks to reconcile the two goals of enabling the individual to achieve self-fulfilment and of helping him to take his place in society and in the world of productive employment.

Your discussions have shown clearly that education for development cannot be reduced simply to preparation for production; and the emphasis you have placed on the ethical and cultural aspects of the educational process is revealing in this respect. Indeed, the very interesting discussions you had on this topic brought out the fact that education for development calls for preparation for work (which is a fundamental reality and an important aspect of life) and appreciation of its value; but also involves helping people to take their proper place in the physical and social environment, and abiding by the national culture, without which education would have neither roots nor inspiration. The emphasis you have placed on the linking up of education and work, which is attested by many examples of initiation in productive work or of the introduction of productive work into school life, and by the greater prominence given to the teaching of science and technology and to vocational training, is in harmony with the trends that I have defined on this point in the outline of the next draft programme which will shortly be examined by the Executive Board.

Furthermore, you have made it abundantly clear that if education is to assist in development, it must not only be provided for all, but calls for participation by all. I feel that, in the light of your national experience, we have arrived at a much clearer definition of the interaction between

the school and the community: the school is being opened up to the community so that it may do more to further its advancement, and at the same time is drawing from it irreplaceable elements making for realism and renewal. You have mentioned a great many measures which have already been taken or which are desirable in order to strengthen that interaction, such as new roles for teachers and recourse to people who are not teachers; the non-educational, extra-curricular and informal education functions that the school should assume, besides that of production; the overhauling of its curricula and methods, and of the teaching materials used, and the means of fitting it harmoniously into the physical and human environment through its architecture, its appearance and the conception of space which it affords. Naturally, the use of national languages or mother tongues for teaching is an essential factor in this interpenetration of the school and the community.

The trends followed with regard to the general provision and organization of education, and the views held on its content, determine the shape of reforms, many of which are extremely broad in scope. Here again, your discussions have brought to light a great wealth of experience pertaining to the origin of reforms, their political, socio-economic, cultural and educational goals, the areas they cover, and their methodology. Perhaps the most original contribution to the debate on this subject consisted in the remarks many of you made about the evaluation of reforms: you have shown how, in a type of education bound up with the development of the community and directed to the achievement of manifold objectives, new tools - still largely to be perfected - are needed, together with structures for continuous evaluation, experiment and research. Despite the variations in approach from country to country, reform as you have defined it lays very great emphasis, as a rule, on the participation of all the social groups concerned, both in the identification of needs and in the definition of objectives and the evaluation of results. It is therefore entirely in keeping with the definition of a democratic form of education which also contributes to the strengthening of democracy.

Many of the reforms undertaken in your countries also bear on the administration of education, and I was particularly interested in the references made to efforts to bring about decentralization or regionalization, in line with the desire to adapt the content and methods of education to its environment. The very perceptive comments made on the need to reconcile care for national unity with a genuine adjustment of content and curricula to the regional or local environment were, I think, particularly instructive. Some of the ingredients for a solution of this thorny problem emerged from your discussions.

Nevertheless, your discussions have also shown that, because education can help in establishing a new and juster international order, the international dimension should be a basic component

of all national education policies. Many speakers have pointed out that it is when each country is defined, in relation to others, by entire self-awareness, that it can participate to the full in the building up of relations based on equality and mutual respect among nations and peoples. To contribute to better mutual understanding is, for education, a task which is both indispensable and, despite its difficulty, within its capabilities.

Unesco, as enjoined by its Constitution, has addressed itself to this task from its very earliest years, and the Recommendation concerning education for international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, sums up the experience of the Organization and of its Member States in this field. That Recommendation marked a turning point, in that, for the first time, it emphasized the need to extend such education to all levels and types of instruction both in and out of school, putting forward practical suggestions to that end.

Still on the same subject, I was very glad to find that the education authorities in your respective countries are anxious that the action they are taking should be concrete and practical. What is needed, as you have said, is that children, young people and adults alike should be supplied with objective information which will enable them to understand and grasp the world in which they are going to live and the major problems common to all mankind, on which our solidarity rests: the problems of peace, human rights, fundamental freedoms and just relationships among nations, the elimination of colonialism and racialism, development, population and the environment. In this respect, attention must, I think, be drawn to the importance of the Intergovernmental Conference on Environmental Education which Unesco is organizing, in collaboration with the United Nations Environment Programme, at Tbilisi (USSR) from 14 to 26 October next. That Conference will make it possible to arrive at a better definition of the part that education can play in making all people aware of the significance and scope of the efforts in which they must engage together if they are to preserve and turn to good account the heritage they share and to build a future based on fellowship.

But even more, perhaps, education for international understanding, as you have said so forcefully, should be directed to fostering attitudes of sympathy, fellowship and mutual respect, without which people and nations cannot live together, and which are the firmest foundations of peace. Unesco, needless to say, will continue, as is your wish, to support your governments in their efforts to see that education contributes to this lofty and necessary undertaking.

The scope of the changes that are at present taking place in educational systems, and the will to international co-operation which has been affirmed throughout your discussions, confirm the full importance of the special theme of this session - the problems of information at the national and

international level to which the improvement of educational systems gives rise.

Your examination of the various questions arising in this connection has been constructive and practical. The Recommendation which you have adopted maintains the essence of the draft put before you, but improves it in many respects. It gives a more precise definition of educational information, its procedures and the fields it covers; it brings out clearly the need for broad access to information for the purpose of improving our knowledge of existing educational systems, and the necessity of helping all the partners in an educational system to understand its main lines and its innovations. It strongly emphasizes the need for diversification which will make it possible to meet the requirements of all groups of users, including parents, pupils and adult learners. It stresses the essential link that information makes it possible to forge between research and practice, for the enlightenment of educators. It therefore has its place in the context of education based on participation by all those concerned in its development. Furthermore, this Recommendation rightly emphasizes the advantage of improving the design of methods and the presentation of information so as to take account of the various countries' resources, deciding on the content of information intended for international exchanges in accordance with the priorities of the countries or the region concerned, and ensuring the compatibility of national educational information systems with the ISCED classification (International Standard Classification of Education).

It thus specifies certain ways and means of securing international co-operation which will pay more heed to the resources and requirements of Member States. Lastly, by emphasizing the importance of information about the aspects of the content of teaching which are likely to promote respect for the history and culture of the various countries and various peoples, it is in harmony with the desire to ensure that education contributes to international understanding which emerged at other points in your discussions.

This Recommendation naturally contains invaluable guidelines for Unesco, and in particular for IBE, which has responsibilities in the field of comparative education and devotes a large share of its activities to the exchange of information and documentation. The Recommendation suggests specific activities in this connection, in the context of the education policies whose discussion has formed the background to your debates. Here, I note with satisfaction that you have agreed with me in thinking that the International Bureau of Education should resume publication, in a new form, of the International Yearbook of Education which provides an unparalleled compendium of information supplied by Member States on the development of their respective educational systems.

The energy and the breadth of your governments' efforts on behalf of education, the interest which you have always shown, and more particularly

during this session, in the activities of IBE, and the results which it has already achieved in the pursuit of our common task, are opening up new prospects for it. The International Bureau of Education on the threshold of its fiftieth anniversary can thus look forward to a rosy future in the service of international co-operation. When the Conference meets at its next session, IBE will indeed be fifty years old, since it has had the status of an intergovernmental organization since 29 July 1929. I think that this important date in the history of international co-operation in the field of education deserves to be commemorated with some solemnity. You may perhaps take the view that, on that occasion, consideration might be given to holding the next session of the International Conference on Education, as was the practice for a long time, during the month of July. The International Bureau of Education's Council may wish to examine this possibility.

Mr. Chairman,
Ministers,
Mr. Chairman of the Council of the International
Bureau of Education,
Your Excellencies,
Ladies and Gentlemen,

It only remains for me to thank you all for your efforts, for their effectiveness, and for the

atmosphere of fellowship and friendly goodwill towards the Secretariat which you have caused to prevail throughout your proceedings. I should like once again to convey my gratitude to the Federal Authorities and to those of the Republic and Canton of Geneva, whose kind and active assistance has, once again, contributed to the success of your work. Lastly, my thanks are due especially to you, Mr. Chairman, who have discharged your heavy task in such a masterly way, and to the members of your Bureau, the Vice-Chairmen, the General Rapporteur and the Chairmen of Commissions who, together with the Rapporteurs of the Commissions, have given you exemplary support. The 36th session which ends today will have marked a new turning-point in the life of IBE. By the serenity of its discussions, by the breadth of the exchanges of views that have taken place, imbued with realism and practical concerns, and by the importance of the results achieved and the firm determination to make further progress, this session seems to me to mark a major stage along the road which we are following together, and to justify the highest hopes for the way ahead. I should like to thank you for this and, in wishing you a safe return to your respective countries, I may also say that I hope that many of you will be with us here again in two years' time to continue our common task.

Closing speech by Dr. Pratap Chandra Chunder,
Chairman of the Conference

Mr. Director-General of Unesco,
Mr. Chairman of the Council of the
International Bureau of Education,
Excellencies, Fellow Delegates,

We have now completed our work after 10 days of intensive, exhaustive and mature deliberations. There is every reason to be happy at the positive results of our endeavours, which will make this Conference, I trust, a landmark in the development of international co-operation in the field of education and in showing new beacon lights to guide nations to more enlightened and fruitful efforts in their own educational development. We have explored new concepts of development and new emphases on educational policies and programmes to aid these concepts. We have concluded that effective information systems are essential for rapid progress in education and its democratization. Examination of the entire gamut of problems relating to educational information has led us to identify specific areas of action at the local, provincial, national, regional and international levels, and to arrive unanimously at concrete recommendations which will involve all groups taking part in the educational processes such as policy-makers, administrators, researchers, teachers, students, parents, pupils and members of the community at large.

All these concrete conclusions have been arrived at in a spirit of harmony and I would like to congratulate you most sincerely for the constructive approach and goodwill you have shown throughout, which has enabled us to achieve such satisfactory results.

May I thank you, most gratefully, for the co-operation and consideration you have extended to me as Chairman, which enabled me to discharge my duties without difficulty. If I have given offence to any of you, it is quite unintentional and I offer my humble apologies. The congenial atmosphere of our Conference helped immeasurably, and should stand us in good stead in future. The Conference thus will provide a powerful stimulus to strengthen international co-operation and friendship.

I would particularly like to thank all the members of the Bureau and other office bearers, whose consistent support and wise guidance steered the Conference to success.

I would also like to thank most sincerely the Secretariat, the Conference staff, the technicians, the secretaries, the information assistants, document assistants, telephonists, receptionists, and all the others who have unobtrusively carried out in exemplary manner the multifarious functions so essential to a successful Conference. A special word of thanks is due to our indefatigable interpreters who enabled us to break the language barriers so successfully.

Ladies and gentlemen, on this occasion, I would like to place on record our appreciation of the distinguished services rendered by Mr. Leo Fernig, who has nursed and built up IBE to its present position of international renown. We wish him a happy retirement and a long and prosperous life and fruitful years of service. His successor, Mr. Chandler, by his quiet efficiency in handling the responsibilities of this Conference, has already earned our gratitude and appreciation and we wish him all success in furthering the important work of the International Bureau of Education.

We are all grateful to the Council of IBE under the cheerful leadership of President Agblemagnon for preparing this Conference and we are sure they will carry forward the efforts initiated here.

We must again thank Mr. M'Bow and his assistant Director-General, Mr. Tanguiane for having made this Conference possible and for having contributed in no small measure to its success.

Before I close, may I on your behalf and my own, convey our grateful thanks to the city and people of Geneva and the Swiss authorities for making our stay here so pleasant and memorable. With characteristic Swiss efficiency, they even organized the weather for us!

Thank you and goodbye till we meet again.
I now declare the Conference closed.

CONFERENCE DOCUMENTS AND NATIONAL
REPORTS DISTRIBUTED DURING THE SESSION
DOCUMENTS DE LA CONFERENCE ET RAPPORTS NATIONAUX
DISTRIBUES LORS DE LA SESSION
DOCUMENTOS DE LA CONFERENCIA E INFORMES NACIONALES
DISTRIBUIDOS DURANTE LA REUNION
ДОКУМЕНТЫ КОНФЕРЕНЦИИ И НАЦИОНАЛЬНЫЕ ДОКЛАДЫ,
РАСПРОСТРАНЕННЫЕ В ХОДЕ СЕССИИ

وثائق المؤتمر والتقارير الوطنية التي وزعت أثناء الدورة

I. CONFERENCE WORKING DOCUMENTS/
DOCUMENTS DE TRAVAIL DE LA CONFERENCE/
DOCUMENTOS DE TRABAJO DE LA CONFERENCIA/
РАБОЧИЕ ДОКУМЕНТЫ КОНФЕРЕНЦИИ
وثائق عمل المؤتمر

ED/BIE/CONFINTED 36/1

Provisional agenda
Ordre du jour provisoire
Orden del día provisional
Предварительная повестка дня
جدول الأعمال المؤقت

ED/BIE/CONFINTED 36/2

General information for participants: organization of the work
of the Conference
Informations générales destinées aux participants: organisation
des travaux de la Conférence
Información general para los participantes: organización de los
trabajos de la Conferencia
Общая информация для участников: организация работы
Конференции

معلومات عامة للمشاركين :
تنظيم أعمال المؤتمر

ED/BIE/CONFINTED 36/3

Major trends in education: 1974-1976
Principales tendencias de l'éducation: 1974-1976
Tendencias principales en materia de educación: 1974-1976
Основные тенденции в области образования: 1974-1976 гг.
الاتجاهات الرئيسية في التربية: ١٩٧٤-١٩٧٦

ED/BIE/CONFINTED 36/4

The problem of information at the national and international
level which is posed by the improvement of educational systems
Le problème d'information à l'échelon national et international
que pose l'amélioration des systèmes d'enseignement
El problema de información que plantea en el plano nacional y
en el internacional la mejora de los sistemas de educación
Проблема в области информации на национальном и
международном уровнях, возникающая в связи с
совершенствованием систем образования
مشكلة الاعلام على الصعيدين الوطنى والدولى كما
يطرحها النهوض بالنظم التعليمية

ED/BIE/CONFINTED 36/4 Add.

Preliminary draft recommendation N° 71 to the Ministries of
Education concerning the problem of information at the national
and international level which is posed by the improvement of
educational systems
Avant-projet de recommandation N° 71 aux ministères de
l'éducation sur le problème d'information à l'échelon national et
international que pose l'amélioration des systèmes d'enseignement

ED/BIE/CONFINTED 36/4 Add.
(cont.)

Anteproyecto de recomendación N° 71 a los Ministros de Educación sobre el problema de información que plantea en el plano nacional e internacional la mejora de los sistemas de educación

Предварительный проект рекомендации N° 71 министрам образования по проблеме информации на национальном и международном уровнях, возникающей в связи с совершенствованием систем образования

مشروع مبدئي للتوصية رقم ٧١ الموجهة الى وزارات التربية بشأن مشكلة الاعلام على الصعيدين الوطنى والدولى كما يطرحها النهوض بالنظم التعليمية.

ED/BIE/CONFINTED 36/5

Report of the Commission on major trends in education
Rapport de la Commission chargée d'examiner les principales tendances de l'éducation

Informe de la Comisión sobre las tendencias principales en materia de educación

Доклад по основным тенденциям образования

تقرير اللجنة المختصة بالاتجاهات الرئيسية في التربية

ED/BIE/CONFINTED 36/6

Report of the Commission on the problem of information at the national and international level which is posed by the improvement of educational systems

Rapport de la Commission chargée d'examiner le problème d'information à l'échelon national et international que pose l'amélioration des systèmes d'enseignement

Informe de la Comisión sobre el problema de información que plantea en el plano nacional e internacional la mejora de los sistemas de educación

Доклад Комиссии по проблеме информации на национальном и международном уровнях, возникающей в связи с совершенствованием систем образования

تقرير اللجنة المختصة بشكلة الاعلام على الصعيدين الوطنى والدولى كما يطرحها النهوض بالنظم التعليمية

ED/BIE/CONFINTED 36/7

Recommendation N° 71 to the Ministries of Education concerning the problem of information at the national and international level which is posed by the improvement of educational systems

Recommandation N° 71 aux ministères de l'éducation sur le problème d'information à l'échelon national et international que pose l'amélioration des systèmes d'enseignement

Recomendación N° 71 a los Ministros de Educación sobre el problema de información que plantea en el plano nacional e internacional la mejora de los sistemas de educación

Рекомендация N° 71 министерствам образования по проблеме информации на национальном и международном уровнях, возникающей в связи с совершенствованием систем образования

التوصية رقم ٧١ الموجهة الى وزارات التربية بشأن مشكلة الاعلام على الصعيدين الوطنى والدولى كما يطرحها النهوض بالنظم التعليمية

ED/BIE/CONFINTED 36/8

Draft Report of the General Rapporteur

Projet de rapport du Rapporteur général

Proyecto de informe del Relator General

Проект доклада Генерального докладчика

مشروع التقرير الذى أعده المقرر العام

II. REFERENCE DOCUMENTS/DOCUMENTS DE REFERENCE/
DOCUMENTOS DE REFERENCIA/СПРАВОЧНЫЕ ДОКУМЕНТЫ

وثائق مرجعية

- ED/BIE/CONFINTED 36/Ref. 1 A summary statistical review of education in the world 1960-1975
Etude statistique sommaire sur l'éducation dans le monde 1960-1975
Resumen estadístico de la educación en el mundo 1960-1975
Сводный статистический обзор образования в мире 1960-1975 гг.
معرض احصائي موجز للتعليم في العالم ١٩٦٠-١٩٧٥
- ED/BIE/CONFINTED 36/Ref. 2 Development of school enrolment: World and regional statistical trends and projections 1960-2000
Evolution des effectifs scolaires: tendances et projections statistiques mondiales et régionales 1960 à 2000
Evolución de la matrícula escolar: Tendencias y proyecciones estadísticas, regionales y mundiales 1960-2000
Изменения в контингенте учащихся: всемирные и региональные статистические тенденции и прогнозы, 1960-2000 гг.
تطور القيد بالمدارس : اتجاهات واسقاطات احصائية عالمية واقليمية ١٩٦٠-٢٠٠٠
- ED/BIE/CONFINTED 36/Ref. 3 International information networks and their role in the transfer of educational experience
Les réseaux internationaux d'information et leur rôle dans le transfert de l'expérience acquise en matière d'éducation
Las redes internacionales de información y el papel que desempeñan en la transferencia de las experiencias educativas
Международные сети информации и их роль в передаче знаний в области образования
شبكات المعلومات الدولية ودورها في نقل الخبرات التربوية
- INFORMATION DOCUMENTS/
DOCUMENTS D'INFORMATION (These documents are usually available in English and French only. Please see individual documents for availability of languages)
- ED/BIE/CONFINTED 36 /Inf. 1 On the difficulty of making inquiries on the needs of educational information: a survey of studies on users' needs in educational information
De la difficulté d'enquêter sur les besoins d'information en éducation: essai de synthèse sur les besoins des utilisateurs d'information sur l'éducation
- ED/BIE/CONFINTED 36/Inf. 2 The Asian Programme of Educational Innovation for Development (APEID)
Programme asiatique d'innovation éducative en vue du développement (APEID)
- ED/BIE/CONFINTED 36/Inf. 3 The EUDISED Project: present situation, problems and prospects
Le Projet EUDISED: situation actuelle, problèmes et perspectives
- ED/BIE/CONFINTED 36/Inf. 4 Final Report of the European Colloquium - EDICO 2
Rapport final du Colloque européen: EDICO 2
Informe final del Coloquio Europeo: EDICO 2
Заключительный доклад Европейского коллоквиума - EDICO 2
- ED/BIE/CONFINTED 36/Inf. 5 Computer demonstrations
- ED/BIE/CONFINTED 36/Inf. 6 Address by Mr. Amadou-Mahtar M'Bow, Director-General of Unesco
Allocution de M. Amadou-Mahtar M'Bow, Directeur général de l'Unesco
Discurso del Sr. Amadou Mahtar M'Bow, Director General de la Unesco
Речь г-на Амаду Махтара М'Боу, Генерального директора ЮНЕСКО
كلمة السيد أحمد مختار أمبو المدبر العام لليونسكو

- ED/BIE/CONFINTED 36/Inf. 7 Audio-visual demonstrations
- ED/BIE/CONFINTED 36/Inf. 8 Address by Dr. Pratap Chandra Chunder, Minister of Education, Social Welfare and Culture, Government of India
 Allocution par M. Pratap Chandra Chunder, Ministre de l'éducation, des affaires sociales et de la culture, du Gouvernement de l'Inde
- ED/BIE/CONFINTED 36/Inf. 9 Provisional list of participants
 Liste provisoire des participants
 Lista provisional de participantes
 Предварительный список участников
 قائمة مؤقتة بالمشاركين
- ED/BIE/CONFINTED 36/Inf. 10 Conference documents and national reports distributed during the session
 Documents de la conférence et rapports nationaux distribués lors de la session
 Documentos de la Conferencia e informes nacionales distribuidos durante la reunión
 Список документов Конференции и национальных докладов, распространенных в ходе сессии
 وثائق المؤتمر والتقارير الوطنية التي وزعت أثناء الدورة
- ED/BIE/CONFINTED 36/Ref. 4 The needs of teachers with regard to information about education
 Les besoins des enseignants en matière d'information sur l'éducation
 Las necesidades del personal docente en lo que respecta a la información sobre la educación
 Потребности учителей в информации по вопросам образования
 احتياجات المعلمين في مجال المعلومات الخاصة بالتربية
- ED/BIE/CONFINTED 36/Inf. - Additional reference material/Autres documents distribués à titre de référence
- IBEDATA 77:1 International Bureau of Education/Bureau international d'éducation.
 Bibliography: Reports from the International Conference on Education, 1975/Bibliographie: rapports de la Conférence internationale de l'éducation, 1975. Paris-Geneva, Unesco: IBE, 1977. 59 p.
- IBEDATA 77:3 International Bureau of Education/Bureau international d'éducation.
 Directory: Educational documentation and information services/Répertoire: services de documentation et d'information pédagogiques. Paris-Geneva, Unesco: IBE, 1977. 68 p.
- IBEDATA 77:4 Systems and policy: The function and information in improving education systems. National case studies of Argentina, Denmark, German Democratic Republic, Iraq, New Zealand. Prepared for the International Bureau of Education. Paris-Geneva, Unesco: IBE, 1977. 82 p.
- IBEDATA 77:4 Systèmes et politiques: La fonction de l'information dans l'amélioration des systèmes d'éducation. Etudes nationales: Argentine, Danemark, Irak, Nouvelle-Zélande, République démocratique allemande. Préparé pour le Bureau international d'éducation. Paris-Genève, Unesco: BIE, 1977. 89 p.
- Unesco. Office of Statistics. Educational statistics: national and international sources and services. Prepared for the International Bureau of Education. Educational documentation and information (Paris-Geneva, Unesco: IBE), year 51, N° 202, 1st quarter 1977. 83 p.
- Unesco. Office des statistiques. Statistiques relatives à l'éducation: sources et services nationaux et internationaux. Préparé pour le Bureau international d'éducation. Documentation et information pédagogiques (Paris-Genève, Unesco: BIE), 51e. année, n° 202, 1er trimestre 1977. 83 p.

International Bureau of Education. Current bibliographical sources in education. Educational documentation and information (Paris-Geneva, Unesco: IBE), N° 203, 2nd quarter 1977. 67 p.

International Bureau of Education. Collection of basic texts. Revised edition, Paris-Geneva, Unesco: IBE, 1977. 20 p.

Bureau international d'éducation. Recueil des textes fondamentaux. Edition révisée. Paris-Genève, Unesco: BIE, 1977. 20 p.

Oficina Internacional de Educación. Colección de textos fundamentales. Edición revisada. París-Ginebra, Unesco: OIE, 1977. 20 p.

Recommendations 1970-1975.

III. NATIONAL REPORTS/RAPPORTS NATIONAUX/ INFORMES NACIONALES/НАЦИОНАЛЬНЫЕ ДОКЛАДЫ تقارير وطنية

The following national reports on educational development were distributed during the 36th session. These reports are listed in English alphabetical order.

Cette liste des rapports distribués lors de la 36e session comprend, énumérés dans l'ordre alphabétique anglais, les rapports nationaux sur le mouvement éducatif.

Lista, siguiendo el orden alfabético inglés, de los informes nacionales sobre la evolución de la educación distribuidos con ocasión de la 36a. reunión.

<u>Countries/Pays/País</u>	<u>Languages/Langues/Idiomas</u>
Algeria - Algérie - Argelia	French/Arabic
Argentina - Argentine	Spanish
Australia - Australie	English
Austria - Autriche	English
Bahrain - Bahrein	English, French
Bangladesh	English
Belgium - Belgique - Bélgica	French
Bulgaria - Bulgarie	Russian/French/English
Burma - Birmanie - Birmania	English
Burundi	French
Byelorussian SSR - RSS de Biélorussie - RSS de Bielorrusia	Russian/English/French/Spanish
Canada - Canadá	English/French
Central African Empire - Empire centrafricain - Imperio Centroatricano	French
Chad - Tchad	French
Chile - Chili	Spanish/English
Congo (People's Republic of the) - République populaire du Congo - Rep. Popular del Congo	French
Cuba	Spanish/French/English
Cyprus - Chypre - Chipre	English
Czechoslovakia - Tchécoslovaquie - Checoslovaquia	English/French/Russian
Denmark - Danemark - Dinamarca	English
Ecuador - Equateur	Spanish
Egypt - Egypte - Egipto with special topic paper	English/Arabic English/Arabic
Ethiopia - Ethiopie - Etiopía	English

Countries/Pays/País

Finland - Finlande - Finlandia
France - Francia
Gabon - Gabón
German Democratic Republic - République
démocratique allemande - Rep. Democrática Alemana
Germany (Federal Republic of) - Allemagne,
République fédérale d' - Alemania, República Federal de
Ghana
Greece - Grèce - Grecia
India - Inde
Indonesia - Indonésie
Iran - Irán
Iraq - Irak
Ireland - Irlande - Irlanda
Japan - Japon - Japón
Jordan - Jordanie - Jordania
Korea (Republic of) - République de Corée -
República de Corea
Kuwait - Koweït
Libyan Arab Jamahiriya - Jamahiriya arabe
lybienne - Jamahiriya Arabe Libia
Malawi
Malaysia - Malaisie - Malasia
Mali - Malf
Malta - Malte
Mauritius - Maurice - Mauricio
Morocco - Maroc - Marruecos
Nepal - Népal
Netherlands - Pays Bas - Países Bajos
New Zealand - Nouvelle-Zélande - Nueva Zelandia
Nigeria - Nigéria
Norway - Norvège - Noruega
Oman - Omán
Peru - Pérou - Perú
with major trends
Poland - Pologne - Polonia
Portugal
Qatar
Romania - Roumanie - Rumania
Saudi Arabia - Arabie saoudite - Arabia Saudita
Sierra Leone - Sierra Leona
Singapore - Singapour - Singapur
Spain - Espagne - España
Sri Lanka
Sudan - Soudan - Sudán

Languages/Langues/Idiomas

English
French/English/Russian/Spanish
French
English/French
English
English/French
English
English
English
English/French
English
English/French
English/Arabic
French/English/Arabic
English
English
English/French
English
English
French/Arabic
English
English/French
English
English
English
English/Arabic
Spanish
French/English/Spanish
English/French/Russian
French
English/Arabic
English/French
English/Arabic
English
English
Spanish/French/English
English
English

Countries/Pays/Pais

Syrian Arab Republic - République arabe
syrienne - República Árabe Siria
Thailand - Thaïlande - Tailandia
Tunisia - Tunisie - Túnez
Turkey - Turquie - Turquía
Ukrainian SSR - RSS d'Ukraine - RSS de Ucrania
USSR - URSS
United Kingdom - Royaume-Uni - Reino Unido
with special topic paper
United Republic of Cameroon - République unie
du Cameroun - República Unida del Camerún
United States - Etats-Unis - Estados Unidos
Upper Volta - Haute-Volta - Alto Volta
Venezuela
Yugoslavia - Yugoslavie

Languages/Langues/Idiomas

French
English
French/Arabic
English
Ukrainian/Russian/English/French/Spanish
Russian/English/French
English
English
French
English
French
Spanish
English

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS/
LISTA DE PARTICIPANTES/СПИСОК УЧАСТНИКОВ
قائمة المشتركين

ETATS MEMBRES/MEMBER STATES/
ESTADOS MIEMBROS/ГОСУДАРСТВА-ЧЛЕНЫ/ الدول الأعضاء

AFGHANISTAN/AFGANISTAN/АФГАНИСТАН
افغانستان

Dr. M. Akram
Unesco Permanent Delegate

Mr. W. Boppel
Ministerialrat
Ministry of Education and Culture,
Baden-Wurtemberg

ALGERIE/ALGERIA/ARGELIA/АЛЖИР/ الجزائر

M. B. Hammiche
Directeur général
Ministère de l'éducation, Alger
Chef de délégation

Mr. T. Rötger
Counsellor
Permanent mission of the Federal Republic
of Germany,
Geneva

M. A. Serradj
Directeur
Ministère de l'éducation, Alger

Mr. U. Hillenkamp
Regierungsdirektor
Federal Ministry of Education and Science,
Bonn

M. A. Salhi
Directeur de la coopération
et des échanges
Ministère de l'éducation

ANGOLA/АНГОЛА/أنجولا

M. A. Pestana
Vice-ministre de l'éducation
Ministerio de Educação
Luanda
Chef de délégation

REPUBLIQUE FEDERALE D'ALLEMAGNE/
GERMANY, FEDERAL REPUBLIC OF/
REPUBLICA FEDERAL DE ALEMANIA/
ФЕДЕРАТИВНАЯ РЕСПУБЛИКА ГЕРМАНИИ
جمهورية ألمانيا الاتحادية

Mr. C. Stollenwerk
State Secretary
Ministry of Education and Culture,
Rheinland-Pfalz
Head of Delegation

M. D. C. Garcia
Fonctionnaire au
Ministère de relations extérieures

Mr. H. Neumeister
Oberstudiendirektor
Secretariat of the Standing Conference of the
Ministers of Education and Culture of the
Länder of the Federal Republic of Germany

M. P. M. Nsingu-Barros
Directeur du Centre pédagogique et
d'inspection scolaire

ARABIE SAOUDITE/SAUDI ARABIA/
ARABIA SAUDITA/САУДОВСКАЯ АРАВИЯ
المملكة العربية السعودية

Dr. P. Hamacher
Ministerialrat
Ministry of Education and Culture,
Nordrhein-Westfalen

Mr. S. Al-Jammaz
Under-Secretary
Ministry of Education
Head of Delegation

Dr. A. A. Said
Director-General for Education
Eastern Province

Mr. H. Hasher
Secretary-General of the
National Commission for Unesco

Mr. H. Alkhowaiter
Délégué permanent d'Arabie saoudite
auprès de l'Unesco

Observateur :

Dr G. Yakan
Conseiller
Bureau culturel d'Arabie saoudite
Genève

ARGENTINE/ARGENTINA/АРГЕНТИНА/الأرجنتين

Sr. C. Burundarena
Interventor del Consejo Nacional
de Educación (CONET)
Chef de délégation

Sra. M. Etchart de Bianchi
Asesora en el Ministerio de Educación

Sr. H. Sagrista
Asesor Ministerio de Educación

Srta. R. Guevara
Conseja de la Misión Permanente
de la Argentina en Ginebra

AUSTRALIE/AUSTRALIA/АВСТРАЛИЯ/أستراليا

Mr. D. Mossenson
Director-General for Education
Western Australia
Head of Delegation

Mr. P. Kearns
Counsellor
Australian Delegation to OECD

AUTRICHE/AUSTRIA/АВСТРИЯ/النمسا

Mr. H. Schwanda
Secretary
Federal Ministry for Education
and Art, Vienna

BAHREIN/BAHRAIN/БАХРЕЙН/البحرين

H. E. A. A. Al-Khalifa
Minister of Education
Ministry of Education
Head of Delegation

Dr. J. Arrayed
Under-Secretary
Ministry of Education
Deputy Head of Delegation

Mr. R. Sulaybikh
Superintendent of Cultural
Affairs and Scholarships
Ministry of Education

Mr. K. Mandi
Head of Documentation and Research
Ministry of Education

BANGLADESH/БАНГЛАДЕШ / بنجلاديش

Prof. S. A. Ahsan
Member (Education)
President Advisory Council
Chairman, National Commission for Unesco
Head of Delegation

Prof. Z. R. Siddiqui
Vice-Chancellor
Jahagirnagar University, Dacca

Mr. M. -M. Quazi
Joint Secretary
Ministry of Education
(Education Division)

Prof. M. Ali
Dean, Faculty of Arts
Chittagong University

BELGIQUE/BELGIUM/BELGICA/БЕЛЬГИЯ/بلجيكا

M. P. Vanbergen
Directeur général de l'éducation nationale
Chef de délégation

M. J. B. R. Vandeveld
Inspecteur général de
l'enseignement supérieur

REPUBLIQUE POPULAIRE DU BENIN/
PEOPLE'S REPUBLIC OF BENIN/REPUBLICA
POPULAR DE BENIN/НАРОДНАЯ РЕСПУБЛИКА
БЕНИН/ جمهورية بنين الشعبية

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Research Officer
New Zealand Council for
Educational Research
Head of Delegation

Mr. J. Irving
University Lecturer
Victoria University
NZ Council for Educational Research

OMAN/ОМАН / عمان

Mr. A. A. Ameir
Under-Secretary of Education
Ministry of Education
Head of Delegation

Mr. M. Hassan
Director of Scholarship and Int. Relations

Mr. S. D. Abdulla
Deputy Director
of Int. Relations
Secretary-General of Oman
National Commission for Unesco

UGANDA/UGANDA/УГАНДА / أوفندا

Mr. A. Bagunywa
Director
National Curriculum Development Centre
Head of Delegation

Mr. S. Mabweijano
Education Attaché
Uganda Embassy, Bonn

Mr. J. S. Magoba
Secretary-General
Uganda National Commission for Unesco

Observers :

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Mr. G. M. Igaba
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Technical Teacher Education
Uganda Technical College

PANAMA/ПАНАМА / بناما

Sr D. Villamonte
Segundo Secretario
Misión Permanente de Panamá
Genève

PAKISTAN/ПАКИСТАН / پاکستان

Dr. M. Ajmal
Education Secretary
Head of Delegation

Mr. Q. U. Shahab
Vice-Chairman
Pakistan National Commission for Unesco

Mr. S. N. Ahmad
Second Secretary
Embassy of Pakistan, Berne

PAYS-BAS/NETHERLANDS/PAISES BAS/НИДЕРЛАНДЫ / الأراضي الواطئة

Mr. E. Steenbergen
Deputy Director-General
for Primary Education
Ministry of Education and Science
Head of Delegation

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Department of Education
Ministry of Education and Science

PEROU/PERU/ПЕРУ / بيرو

Coronel EP. O. Torres Llosa
Asesor Técnico del Ministro de Educación
Jefe de Delegación

Doctor W. Penaloza Ramella
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POLOGNE/POLAND/POLONIA/ПОЛЬША/ بولندا

M. T. Fiecko
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de Pologne à Genève

PORTUGAL/ПОРТУГАЛИЯ / البرتغال

Professeur J. Tiago de Oliveira
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recherche scientifique
Chef de délégation

Dr M. Viegas Tavares
Directeur général adjoint à
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Dr A. Ribeiro dos Santos
Inspecteur supérieur à la
Direction générale de
l'enseignement secondaire

Dr A. Melo
Conseiller culturel de la délégation
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QATAR/KATAP / قطر

Dr. K. Naji
Director-General
Head of Delegation
Ministry of Education

Mr. A. Torky
Director of Education

Mr. M. Al-Majed
Director of Administrative and
Financial Affairs

Mr. A. Al-Asmar
Director of Technical Research Department

Dr. M. I. Shoush
Chief Editor Doha Magazine

REPUBLIQUE DEMOCRATIQUE ALLEMANDE/
GERMAN DEMOCRATIC REPUBLIC/REPUBLICA
DEMOCRATICA ALEMANA/ГЕРМАНСКАЯ
ДЕМОКРАТИЧЕСКАЯ РЕСПУБЛИКА
جمهورية ألمانيا الديمقراطية

Mr. H. Geerhardt
Director-General
Ministry of Education
Head of Delegation

Mrs. Dr. I. Gerth
Researcher
Academy of Pedagogical Sciences

Dr. S. Wintruff
Head of Section of
Ministry of Higher and Technical Education

Dr. H. F. Schniggenfittig
Scientist
Martin-Luther University Halle

Dr. W. Purgand
Scientist
Central Institute for Vocational Education

REPUBLIQUE POPULAIRE DEMOCRATIQUE
DE COREE/DEMOCRATIC PEOPLE'S
REPUBLIC OF KOREA/REPUBLICA
POPULAR DEMOCRATICA DE COREA/
КОРЕЙСКАЯ НАРОДНО-ДЕМОКРАТИЧЕСКАЯ
РЕСПУБЛИКА/ جمهورية كوريا الديمقراطية الشعبية

M. D. Hyok Ri
Ministre plénipotentiaire
Délégué permanent auprès de l'Unesco
Chef de délégation

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Deuxième secrétaire au
Bureau d'observateur permanent auprès de
l'Office de l'ONU et Délégation permanente
auprès des autres Organisations internationales

M. Myong Sik Jang
Troisième secrétaire à la
Délégation permanente auprès de l'Unesco

M. Gyong Won Jo
Attaché au Bureau de l'observateur permanent
auprès de l'Office de l'ONU et Délégation
permanente auprès des autres
Organisations internationales

REPUBLIQUE-UNIE DU CAMEROUN/UNITED
REPUBLIC OF CAMEROON/REPUBLICA UNIDA
DEL CAMERUN/ОБЪЕДИНЕННАЯ РЕСПУБЛИКА
КАМЕРУН / جمهورية الكاميرون المتحدة

M. E. Mbonjo-Ejamgue
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Chef de délégation

M. E. Atangana
Secrétaire général de la
Commission nationale pour l'Unesco

M. L. Tsoungui Olama
Professeur à l'Université, Yaoundé

ROUMANIE/ROMANIA/RUMANIA/РУМАНИЯ
رومانيا

Observateur :
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Second Secretary
Permanent Mission in Geneva

ROYAUME-UNI/UNITED KINGDOM/REINO
UNIDO/СОЕДИНЕННОЕ КОРОЛЕВСТВО
المملكة المتحدة

HMI Mr. T. W. F. Allan
Inspector for External Relations,
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Head of Delegation

Mr. G. M. A. Harrison
Chief Education Officer
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Mr. D. R. Hill
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Education and Science Division
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The British Council, London

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Bangor, Co. Down

HMCI Mr. J. G. Morris
Chief Inspector for Schools
Scottish Education Department
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Chief Education Adviser
Ministry of Overseas Development

SENEGAL/CEHEГAЛ/السنغال

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Délégué permanent Unesco
Chef de délégation

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M. D. Diene
Premier conseiller
Délégation permanente Unesco

M. C. Ndiaye
Secrétaire général
Commission nationale pour l'Unesco

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SIERRA LEONE/SIERRA LEONA/СЬЕРРА-ЛЕОНЕ
سيراليون

H. E. A. Koroma
Minister of Education
Ministry of Education
Head of Delegation

Mr. S. I. Sesay
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Ministry of Education

Mr. A. I. Kamara
Dean, Faculty of Education
University of Sierra Leone

SOUDAN/SUDAN/СУДАН / السودان

H. E. H. A. Yousif
State Minister for Education
Head of Delegation

Dr. Y. F. Hassan
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Dean Faculty of Arts
University of Khartoum

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Department of Planning,
Research and Follow-up
Ministry of Education

Mr. S. M. A. El Huri
Assistant Secretary-General
Sudanese National Commission for Unesco

Mr. Suleiman
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Documentation and Research Centre
Ministry of Education

SRI LANKA/ШРИ ЛАНКА / سری لانکا

Mr. Susanta de Alwis
Ambassador,
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SUEDE/SWEDEN/SUECIA/ШВЕЦИЯ / السويد

Mr. I. Bekeris
Director, International Secretariat
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Mrs. E. Ekman
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SUISSE/SWITZERLAND/SUIZA/ШВЕЙЦАРИЯ

سويسرا

M. M. A. Chavanne
Conseiller d'Etat
Chef du Département de
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Canton de Genève
Chef de délégation

S. Exc. M. C. Hummel
Ministre plénipotentiaire
Délégué permanent de la Suisse
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M. le professeur E. Egger
Secrétaire général de la
Conférence suisse des directeurs cantonaux de
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Experts :

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SURINAM/СУРИНАМ / سورينام

Mr. W. F. Bueno de Mesquita
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Ministry of Education
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Ministry of Education

REPUBLIQUE ARABE SYRIENNE/SYRIAN ARAB
REPUBLIC/REPUBLICA ARABE SIRIA/
СИРИЙСКАЯ АРАБСКАЯ РЕСПУБЛИКА
الجمهورية العربية السورية

M. E. Ebdo
Ministre adjoint de l'éducation
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REPUBLIQUE UNIE DE TANZANIE/UNITED
REPUBLIC OF TANZANIA/REPUBLICA UNIDA
DE TANZANIA/ОБЪЕДИНЕННАЯ РЕСПУБЛИКА
ТАНЗАНИЯ / جمهورية تانزانيا المتحدة

H. E. Mr. N. A. Kuhanga
Minister for National Education
Ministry of National Education
Head of Delegation

Mr. M. J. Kinunda
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Mr. M. M. Mzale
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TCHAD/CHAD/ЧАД / تشاد

M. B. Alingue
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M. B. R. Miaro
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des sciences de l'éducation

TCHECOSLOVAQUIE/CZECHOSLOVAKIA/
CHECOSLOVAQUIA/ЧЕХОСЛОВАКИЯ
تشيكوسلوفاكيا

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Head of Delegation

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THAILANDE/THAILAND/TAIANDIA/ТАИЛАНД
تايلاند

H. E. Dr. M. Xuto
Ambassador
Permanent Representative of
Thailand to the Office of
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Department of General Education
Ministry of Education
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Department of Educational Techniques
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Centre for Educational Technology
Department of Educational Techniques
Ministry of Education

TOGO/ТОГО/توجو

Dr N'Sougan Agblemagnon
Ambassadeur
Délégué permanent du Togo
auprès de l'Unesco
Président du Conseil du Bureau
international d'éducation
Chef de délégation

TRINITE-ET-TOBAGO/TRINIDAD AND TOBAGO/
TRINIDAD Y TOBAGO/ТРИНИДАД И ТОБАГО
ترينيداد وتوباگو

Miss Y. Gittens
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Trinidad and Tobago Mission
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TUNISIE/TUNISIA/TUNEZ/ТУНИС / تونس

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Ministère de l'éducation nationale
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M. A. Jerad
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Mission permanente de Tunis

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TURQUIE/TURKEY/TURQUIA/ТУРЦИЯ / تركيا

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REPUBLIQUE SOCIALISTE D'UKRAINE/
UKRAINIAN SOVIET SOCIALIST REPUBLIC/
REPUBLICA SOCIALISTA SOVIETICA DE
UCRANIA/УКРАИНСКАЯ СОВЕТСКАЯ
СОЦИАЛИСТИЧЕСКАЯ РЕСПУБЛИКА

جمهورية أوكرانيا الاشتراكية السوفيتية
M. M. Fomenko
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UNION DES REPUBLIQUES SOCIALISTES
SOVIETIQUES/UNION OF SOVIET SOCIALIST
REPUBLICS/UNION DE REPUBLICAS
SOCIALISTAS SOVIETICAS/СОЮЗ СОВЕТСКИХ
СОЦИАЛИСТИЧЕСКИХ РЕСПУБЛИК

اتحاد الجمهوريات الاشتراكية السوفيتية
Dr. Deputy Minister of Education, V. M. Korotov,
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VENEZUELA/ВЕНЕСУЭЛА/ فنزويلا

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Educación básica y media diversificada
Head of Delegation

Dr. H. M. Tamayo
Director-General del
Ministerio de Educación

Dr. I. Taboada
Asesor del Ministro
Ministerio de Educación

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YEMEN/ЙЕМЕН/ اليمن

M. O. Alwissaby
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Chef de délégation

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Conseiller culturel à l'Ambassade

YUGOSLAVIE/YUGOSLAVIA/ЮГОСЛАВИЯ
يوغسلافيا

Dr B. Ivanovic
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Chef de délégation

Dr P. Pavlovic
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M. V. Velcic
Président du Comité pour
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yougoslave pour l'Unesco

M. R. Andjelic
Conseiller
Commission yougoslave pour l'Unesco

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Deputy Director
The Republican Institute for
Advancement of Education, Belgrade

Expert :

M. C. Nedeljkovic
Deputy Director
The Republican Institute for
Advancement of Education, Belgrade

REPUBLIQUE DU ZAIRE/ZAIRE REPUBLIC/
REPUBLICA DEL ZAIRE/РЕСПУБЛИКА ЗАИР
جمهورية زائير

Dr M. Mpiutu
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Conseiller du Conseil d'Etat
Chef de délégation

M. Mwilambwe
Directeur général
Secrétaire général de la
Commission nationale

M. Pendje
Délégué permanent adjoint
auprès de l'Unesco

M. N. Luanika
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Commission nationale
du Zaïre pour l'Unesco

Observateur :

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Collaborateur à la recherche (BASE)

ETATS NON MEMBRES/NON-MEMBER STATES/ESTADOS NO MIEMBROS/
ГОСУДАРСТВА, НЕ ЯВЛЯЮЩИЕСЯ ЧЛЕНАМИ ЮНЕСКО / الدول غير الأعضاء

LIECHTENSTEIN/ЛИХТЕНШТЕЙН/ ليختنشتين

M. L. Vogt
Vaduz

SAINT-SIEGE/HOLY SEE/SANTA SEDE/
БАТИКАН/ الكرسي البابوي

Mgr R. Frana
Observateur permanent auprès
de l'Unesco

Abbé J.-P. Schaller
Professeur, Genève

SOUAZILAND/SWAZILAND/SWAZILANDIA
СВАЗИЛЕНД/ سوازيلاند

Mr. G. M. Mabila
Permanent Secretary for Education

MOUVEMENTS DE LIBERATION D'AFRIQUE RECONNUS PAR L'OUA/
AFRICAN LIBERATION MOVEMENTS RECOGNIZED BY THE OAU/
MOVIMIENTOS DE LIBERACION DE AFRICA RECONOCIDOS POR LA OUA/
АФРИКАНСКИЕ ОСВОБОЖДЕННЫЕ ДВИЖЕНИЯ, ПРИЗНАННЫЕ ОАЕ

حركات التحرير الافريقية التي تعترف بها منظمة الوحدة الافريقية

African National Council of Southern Rhodesia
(ANC-SR)

M. A. Nutiti

Pan Africanist Congress of Azania (PAC)

M. Mogale Mokgoatsane

Organisation pour la libération de la Palestine
(reconnue par la Ligue des Etats arabes) (OLP)/
Palestine Liberation Organization (recognized by
The League of Arab States)

Mr. M. Abu Ramadan
Member of Executive Committee

Mr. D. Barakat
Permanent Observer to UN (Geneva)

Dr. F. Kalla
Educational Adviser in Education
and Higher Education in PLO

Mr. C. Armalie
Member of the PLO Mission, Geneva

REPRESENTANTS D'ORGANISATIONS INTERNATIONALES/
REPRESENTATIVES OF INTERNATIONAL ORGANIZATIONS/
REPRESENTANTES DE ORGANIZACIONES INTERNACIONALES/
ПРЕДСТАВИТЕЛИ МЕЖДУНАРОДНЫХ ОРГАНИЗАЦИЙ

ممثلو المنظمات الدولية

Programme des Nations Unies pour le développe-
ment (PNUD)/United Nations Development Pro-
gramme (UNDP)

Mr. J. -C. Petitpierre
Deputy Director
UNDP Office for Europe
Geneva

Mr. A. M. H. Salaymeh
Deputy Chief
School Education Division

Organisation internationale du travail (OIT)/
International Labour Office Organisations (ILO)/

M. J. Whitehouse
Chef, Service de l'éducation ouvrière

Office européen du Fonds des Nations Unies pour
l'enfance (Unicef)/European Office of the United
Nations Children's Fund

M. A. El Atki
Chargé des relations extérieures

M. G. K. Thompson
Chef, Service central de bibliothèque
et de documentation

Haut-Commissariat des Nations Unies pour les
réfugiés (UNHCR)/United Nations High
Commissioner for Refugees

Miss H. Brissimi
Chief Counselling Education and Resettlement
Section

M. S. Grabe
Service de la formation et
de l'orientation professionnelles

Mr. Kotati
Officer in charge of Education

Organisation mondiale de la santé (OMS)/World
Health Organization (WHO)

M. J. -J. Guilbert
Chef, Planification de l'éducation

Mrs. L. Druke
Expert associé

Office de secours et de travaux des Nations Unies
pour les réfugiés de Palestine dans le Proche-
Orient (UNRWA)/United Nations Relief and Works
Agency for Palestine Refugees

Mr. A. M. Nashif
Acting Director
UNRWA/Unesco Institute of Education

ORGANISATIONS DU SYSTEME DES NATIONS UNIES
ORGANIZATIONS OF THE UNITED NATIONS SYSTEM/
ORGANIZACIONES DEL SISTEMA DE LAS NACIONES UNIDAS/
ОРГАНИЗАЦИИ СИСТЕМЫ ОБЪЕДИНЕННЫХ НАЦИЙ

منظمات تابعة للأمم المتحدة

Banque internationale pour la reconstruction et
le développement/International Bank for
Reconstruction and Development (IBRD)

Mr. D. Ballantine
Senior Adviser

Organisation météorologique mondiale (OMM)/
World Meteorological Organization

Mr. J. B. L. Breslin
Chief, Training Services Branch
Education and Training Department

Mr. J. Y. Lapierre
Technical Officer
Education and Training Department

Union internationale des télécommunications
(UIT)/International Telecommunications Union

Mr. V. Bourmistenko
Training Specialist

ORGANISATIONS INTERGOUVERNEMENTALES/
INTERGOVERNMENTAL ORGANIZATIONS/
ORGANIZACIONES INTERGUBERNAMENTALES/
МЕЖПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ

منظمات دولية حكومية

Conseil de l'Europe/Council of Europe

M. M. Stobart
Deputy Head
Division for General and Technical Education
Directorate of Education

Organisation arabe pour l'éducation, la culture et
la science/Arab Educational, Cultural and
Scientific Organization (ALECSO)

Dr. M. El Dine Saber
Director General

Dr. M. Al Rawi
Alecco, Assistant Director-General

Dr. A. F. Sorour
Permanent Delegate to Unesco, Paris

Miss L. S. Katma
First Secretary
Arab Literacy and Adult Education
Organization (ARLO)

Organisation des Etats américains (OEA)/
Organization of American States

Mr. O. Godoy Arcaya
Director Representative in Europe

Dr F. E. Hurtado de Mendoza
Conseiller de la délégation
permanente, Genève

Secrétariat du Commonwealth/Commonwealth
Secretariat

Mr. R. E. O. Akpofure
Director
Education Division, London

ORGANISATIONS INTERNATIONALES NON GOUVERNEMENTALES/
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS/
ORGANIZACIONES INTERNACIONALES NO GUBERNAMENTALES/
МЕЖДУНАРОДНЫЕ НЕПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ
منظمات دولية غير حكومية

CATEGORIE A/CATEGORY A/CATEGORIA A

Association des universités partiellement ou
entièrement de langue française (AUPELF)

M. M. Beutler
Secrétaire général adjoint
Directeur du Bureau européen

Confédération mondiale des organisations de la
profession enseignante (CMOPE)/World Confede-
ration of Organizations of the Teaching Profession
(WCOTP)

Mr. J. M. Thompson
Secretary-General

M. A. Drubay
Secrétaire général de la Fédération
Internationale des professeurs de
l'enseignement secondaire (FIPESO)

M. J. -J. Maspero
Délégué
Président de la FIAI

Mr. K. A. Yirenryi
National Chairman
Ghana National Association of Teachers

Mr. L. Egbemhon Kuaye
Secretary, Bender State
Nigeria Union of Teachers

Fédération internationale syndicale de l'enseigne-
ment (FISE)/World Federation of Teachers' Unions

Mr. M. Kolesnikov
Secretary

Secrétariat professionnel international de l'ensei-
gnement (SPIE)/International Federation of Free
Teachers' Unions

M. E. Vanderveken
Adjoint, Secrétaire général

M. P. Doebrich
Expert

M. O. Willert

CATEGORIE B/CATEGORY B/CATEGORIA B

Alliance mondiale des unions chrétiennes fémi-
nines/World Young Women's Christian Association

Miss S. Ganguli
Member of the Secretariat
Responsible for following Educational Questions

Alliance universelle des unions chrétiennes de
jeunes gens/World Alliance of Young Men's
Christian Associations

Mr. O. Akyea
Director for Development

Association des écoles internationales (ISA)/
International School Association

Professor Dr. P. Scheid
Chairman of ISA

Mr. L. Fernig
Vice-Chairman

Mr. C. Ritchie
Treasurer and Director, ISA

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